DOCUMENT RESUME

ED 265 666 EA 018 208

AUTHOR Bethke, Eunice
TITLE A Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE 85
NOTE 93p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Controversial Issues (Course Content); *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Problems; Educational Discrimination; *Educational Objectives; Educational Philosophy; *Educational Planning; Elementary Secondary Education; Program Evaluation; Program Implementation; *State Curriculum Guides; State Legislation
IDENTIFIERS Wisconsin; Wisconsin Department of Public Instruction

ABSTRACT

This guide, the first volume in a 12-part series produced by the Wisconsin Department of Public Instruction, is an overview of the planning process for curriculum development in all subject areas. It explores ways to review, revise, create, and evaluate curricula, along with sample plans and organizational patterns that encourage staff participation. The first section discusses the purposes for developing this and the 11 subsequent subject-area guides. The second section discusses the process of curriculum development, including administrative organization and support for change, the climate for change, and the responsibility for curriculum development. The third section discusses subject-area curriculum development under four headings: planning, content of the subject area guide, implementation, and evaluation. Sample surveys, checklists, philosophies, and goals and objectives are included to serve as starting places for discussion and as models which may be adapted to local needs. The fourth section is a set of 15 appendixes that provide a wide range of resources and guidelines for problematic areas in curriculum development, including time allocation, controversial issues, censorship, educational freedom, media specialists, use of print materials, bias in curricular materials, sexism, ethnocentric materials, career planning material selection, and computers in education. Also included in these appendixes are a list of organizational resources, a checklist for program evaluation, sample writing objectives, and Wisconsin statutes that affect curriculum. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Navratuck
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED265666

Curriculum Planning

EA 018 208

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent

EA

A Guide to Curriculum Planning: Purpose and Procedures

Eunice Bethke

Chief, Curriculum Development Section

John T. Benson
Administrator
Division for Instructional Services

Arnold M. Chandler
Director
Bureau for Program Development

Wisconsin Department of Public Instruction
Herbert J. Grover, State Superintendent
125 South Webster Street, Post Office Box 7841
Madison, WI 53707-7841

1985

Bulletin No. 6095

Cover Photo: Neldine Nichols

Wyoming Valley Elementary School, River Valley School District

Special Thanks to Tiana and Tory Strother,

Tara and Givan Mack

Nicholas, Sadie and Leilani Zimmer

Copyright @ 1985 by Wisconsin Department of Public Instruction

Contents of the Guide

		Page
Foreword		v
Acknowledgments		vii
Definitions of Terms		ix
1	**Introduction**	
	Preview of the Guides	2
	Development of Local Guides	4
2	**The Process of Curriculum Development**	
	Overview	8
	Administrative Organization and Support for Change	8
	Climate for Change	10
	Responsibility and Process for Curriculum Development	10
3	**Organizing for Subject-area Curriculum Development**	
	Overview	26
	Subject-area Curriculum Development	26
	Content of the Subject-area Guide	37
	Implementing the Subject-area Program	39
	Evaluating the Subject-area Curriculum and the Instructional Program	41
4	**Appendixes**	
	A. Resources	44
	B. Allocated Instructional Time	48
	C. Teaching about Controversial Issues	50
	D. Censorship and Professional Guidelines	52
	E. Educational Freedom and the Public Schools	54
	F. Library Media Specialists and Curriculum Planning	55
	G. Practical Principles in the Effective Use of Print Materials	57
	H. A Checklist for Evaluating a School Program	62
	I. Forms of Bias in Curricular Materials and the Classroom	68
	J. Checking Your Schools for Sexism	72
	K. Neutralizing Ethnocentric and Sexist Materials	75
	L. Checklist for Sex-fair Life/Career-planning Materials	76
	M. The Use of Computers in Education	78
	N. Sample Writing Objectives	80
	O. Wisconsin Statutes that Affect Curriculum	82

Foreword

Never before have we in education been in the midst of such sweeping and rapid change. These are exciting times—times which demand that we question how and what we will teach young people.

The Wisconsin Department of Public Instruction functions as a partner with local school districts to help them meet the goals established by local decision making and by legislative statute which call for responsible curriculum development. In the spirit of that partnership, the DPI curriculum consultants have worked with the members of statewide task forces to develop a series of 12 curriculum planning guides, 11 for discrete subject areas and one general guide to curriculum development.

The *Guide to Curriculum Development* is designed to help districts plan and develop curriculum in any subject area. The guide presents sample plans and organizational patterns that encourage staff participation effort. Sample surveys, checklists, philosophies, and goals and objectives are included to serve as starting places for discussion and as models which may be adapted to local needs. Copies of curriculum-related statutes are also included. This guide does not offer suggestions for any one discipline, but is intended to serve as a resource handbook for the process of curriculum development.

The overriding purpose of the 12 department guides—indeed for all curriculum guides—is to provide the frameworks and resources that will assist local school district curriculum committees as they study, review, and improve their educational programs. Clear curriculum goals, implemented by enthusiastic, interested, well-prepared teachers who are visibly supported by administrators and the community can make a positive difference in the education of Wisconsin students.

Herbert J. Grover
State Superintendent

Acknowledgments

Department of Public Instruction curriculum supervisors wrote the original drafts of materials included in this guide. They have been generous with both their time and their energy. In addition, the following individuals deserve grateful acknowledgment for the hours they spent reading and revising the original drafts.

Nancy Blair
Director of Curriculum
Kettle Moraine School District

Donna Chandler
Assistant Principal
James Madison Memorial High School
Madison Metropolitan School District

Roland Cross
Assistant Administrator for Instruction
Oregon School District

Kay Davis
Director of Instruction
Stoughton Area School District

J. Ronald Hennings
Director of Instruction/Curriculum
Green Bay School District

Craig Hitchens
Director of Curriculum
Green Bay School District

John Koehn
Director of Instruction
Oconomowoc Area School District

Ronald Lange
Administrator for Instruction
West Bend School District

Donna Thomas
Director of Instruction
Lake Mills Area School District

Finally, special thanks go to Telise Johnsen, text editor; Victoria Rettenmund, graphic artist; Debra J. Motiff, word processor/typesetter; Neldine Nichols, photographer; and Connie L. Haas and Patricia Venner, program assistants.

Eunice Bethke, Chief
Curriculum Development Section
Wisconsin Department of Public Instruction

Definitions of Terms

In education, the meanings of terms vary widely from one speaker and one context to the next. To learn the technical vocabulary requires that the people who are working on curriculum agree in advance upon the meanings of key words. The following definitions are provided to clarify the meanings of some of the terms used in the Department of Public Instruction curriculum guides. When available, a dictionary definition of each term is provided first, to show general usage. This is followed by definitions derived from usage by educators. The terms are presented in alphabetical order.

Curriculum is a particular course of study; all such courses of study, collectively; the content of a subject area and how it is organized.

Instruction is the act of teaching; fostering knowledge, attitudes and skills; the process of delivering a curriculum; motivating and directing student learning.

Goal is the point toward which effort is directed; in education, the desired general outcomes of an instructional program; broad, general statements of direction, highlighting major elements of the subject-area philosophy.

Objective in educational usage, similar in meaning to "goal" (as in "goals and objectives"); in this manual, *objective* refers to a subgoal or specific instructional outcome.

Philosophy is the knowledge of general principles—elements, powers, or causes and laws—as explaining facts and existences; the general laws that furnish the rational explanation of anything; in educational terms, *philosophy* refers to a delineation of the value system underlying educational planning, the rationale upon which actions are based.

Subject area is a given discipline or content area which may incorporate several disciplines; specifically for present purposes, the subject areas included are art, English/language arts, environmental education, foreign language, health education, mathematics, music, physical education, reading, science, and social studies.

1

You may not divide the seamless cloak of learning. There is only one subject-matter for education and that is Life in all its manifestations.
-Alfred North Whitehead

Curriculum Development and the General Goals of Education

As educators begin to focus on the responsibilities involved in curriculum development, they must keep in mind the ultimate purposes of education.

Schools must be concerned about the cognitive development of students at various grade levels, but there are other essentials as well. For example, individual students should show personal growth in such areas as health maintenance, physical development, and aesthetic sensitivity as they progress through the educational system. Students also need preparation to function as citizens and members of the work force. As such, they need knowledge and an understanding of legal and political systems, the environment, history, and the nature of the global society in which they live. Instructors in each subject area have something to contribute to these general goals of education; the continuous schoolwide process of studying, reviewing, developing, and/or updating curriculum helps educators to monitor content . . . and assure provision of a balanced curriculum which reflects contemporary needs.

Purposes of This Guide

This guide to curriculum development is the first volume in a 12-part series published by the Wisconsin Department of Public Instruction. The curriculum development process presented in this guide may be followed, at least in part, in all subject areas and all school districts, both large and small.

The major function of *A Guide to Curriculum Development* is to present sample plans and models to help school district staffs develop specific subject-area guides. The introductory guide offers insights and suggestions about the process of curriculum development as it applies to the entire spectrum of subject areas. It explores ways to review, revise, create, and evaluate curricula and topics such as the following:

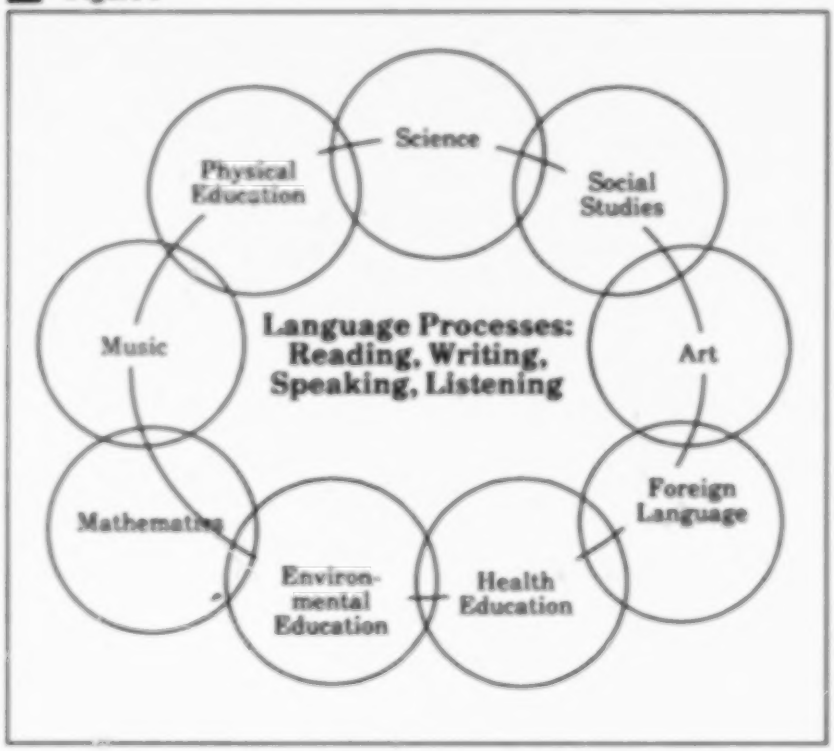
- purposes for developing the local school district's curriculum guides;
- procedures for districtwide and subject-area curriculum development;
- recommended time allocations for each subject area in grades K-6.

In summary, this guide is an overview of the planning process for all curriculum development. Its purpose is to place the individual subject areas into the context of overall educational development for all students. That is, each subject area in the curriculum is presented as contributing to the total educational development of individuals rather than as a narrow area of specialization.

Purposes of the Subject-area Guides

While this introductory guide gives an overview of the curriculum development process, the 11 subject-area guides provide resources for specific subject-area curriculum development. Each of the individual guides relates in significant ways to the overall curriculum. By identifying possibilities for cross-disciplinary instruction in major topics, for example, they help to break down some of the artificial barriers between subject areas so that instruction can become more relevant and reinforcement of key concepts can occur in related subject areas.

Figure 1



Learning about reading and writing ought to occur in situations where written language serves functions such as to entertain (as in books), to inform (as in instructions on packages), or to direct (as on traffic signs).
–Becoming a Nation of Readers

An important feature of the 11 subject-area guides to curriculum development is direct attention to integrating content across subject areas, for example, global topics in foreign language studies and environmental topics in health education. Another is the integration of learning processes—reading, writing, and thinking—across all content areas.

Curriculum planners will find that specific examples of integration are explained in individual subject-area guides, and specific examples have been cross-referenced between guides to assist teachers and administrators to initiate and encourage integration in curriculum and instruction in local classrooms. The 11 guides have been prepared to provide the following support and assistance to educators responsible for revising or developing curriculum to meet local needs and aspirations:

- models for improving curriculum and instruction;

- criteria for content selection;
- strategies for K-12 articulation, implementation, and evaluation of curriculum;
- statements of curriculum content for educators, school boards, and the community;
- guidelines for preservice teacher education programs.

The specific subject areas covered in these guides are art, English/language arts, environmental education, foreign languages, health education, mathematics, music, physical education, reading, science, and social studies. The subject-area guides treat the specific aspects of curriculum important to each subject area. They also provide practical help to curriculum planners by including model philosophy statements, sample learning outcomes, examples of scope and sequence outlines, and sources of information about exemplary programs that can serve as models.

Education is a problem of getting our bearings, of developing orientation, of discovering in what direction to go and how to get there.
– Edgar Dale

The guides to curriculum development were prepared under the direction of the subject-area consultants in the Wisconsin Department of Public Instruction, each of whom worked with a task force consisting of educators, scholars, and community leaders from around the state. The guides reflect the thinking and experience of these experts, who can be an important resource for school district educators.

Development of Local Guides

Before the purposes served by developing local curriculum guides are explored, it may be wise to define a curriculum guide. A curriculum guide for the local school district is a plan for learning. It is a written synopsis of an overall instructional program; for most subject areas, a curriculum guide covers all levels of instruction from kindergarten through grade 12. A major purpose of such guides is to assist classroom teachers in developing detailed course outlines and instructional sequences for each grade level or course taught.

The following elements are typically found in curriculum guides for any subject area:

- a philosophy or rationale for the educational program;
- goals and objectives for each learning level;
- sequences of learning, both within and between grade levels;
- instructional strategies for meeting goals and objectives;
- instructional activities designed to meet the needs of students with varying abilities and needs;
- a variety of methods for evaluating progress toward learning objectives.

By contrast, course outlines or lesson plans are much more detailed in terms of instructional materials, strategies, and activities.

In addition to values cited earlier, the following values of such guides are often cited as reasons that local school districts are encouraged to engage in curriculum development activities.

Articulation. A guide can help provide a K-12 program structure so that educators at every level are aware of what students should have learned

in previous grades and are expected to learn in the future, and where there is coordination of learning objectives across grade levels and subject areas.

Expectations. A guide can state explicit goals and objectives, prescribe learning which is rigorous and challenging, and project high expectations of attainment from students thus encouraging the best efforts of teachers and best responses from students.

Evaluation. The elements of the guide provide a basis for continuous monitoring and evaluation of programs and students, teachers, and the community.

Staff Development. The study of curriculum itself is a valuable professional development experience. Staff members who participate in curriculum design not only learn from the experience but also develop a feeling of ownership for a program of instruction and a commitment to its implementation.

Communication. Local curriculum guides document that a district does, in fact, have planned, ongoing, systematic programs of instruction. Thus, the guides provide a basis for communication among administrators, teachers, parents, and students on the nature of the local school program.

2

Overview

Curriculum development may take place for a number of reasons: (1) the need to restructure a traditional subject area in the light of recent research findings or the emerging needs of students; (2) recent local, state, or federal statutory changes, such as the passage of graduation requirements or participation in a competency-based testing program; (3) the impact of educational technology on local curriculum; (4) the demands for excellence affecting local curriculum; or (5) the need to incorporate equity concepts and multicultural, sex-fair course objectives into a curriculum.

Curriculum development is directed at specific changes and improvements. Sometimes such planned changes involve entire programs and require several years of work. At other times, efforts are short-term, focused on narrow components of programs. Regardless of the magnitude of the proposed changes, success depends largely on three factors:

- administrative organization and support for change;
- climate for change;
- responsibility and process for curriculum development.

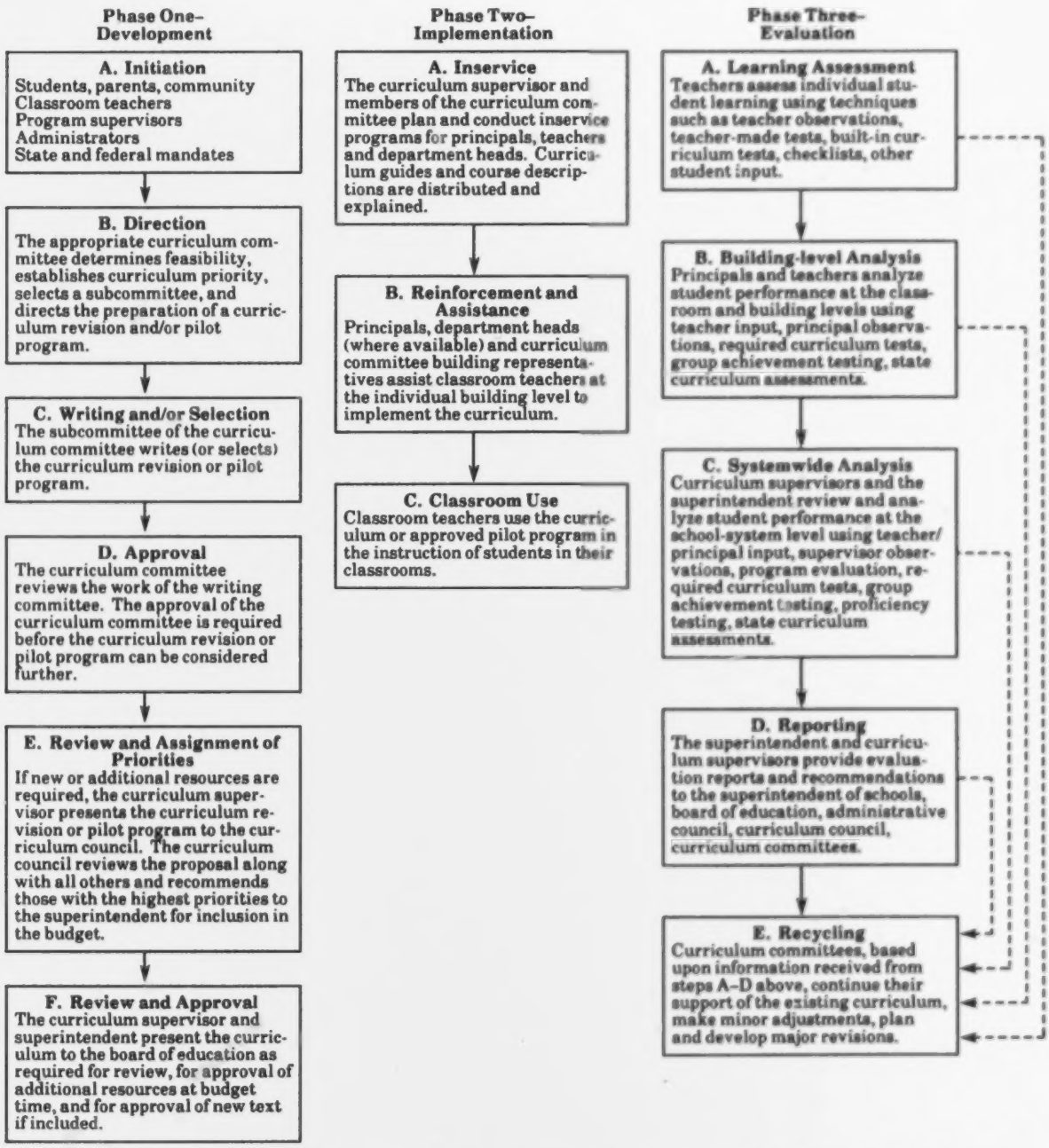
Administrative Organization and Support for Change

If curriculum change is to be undertaken effectively, there must be a mechanism for establishing authority, for acquiring materials and equipment, for securing services, and for making decisions. If this mechanism does not exist, it will have to be created. It is important that one leader be responsible for initiating and coordinating districtwide curriculum development, implementation, and evaluation. School size and structure will determine whether this person is a curriculum coordinator, principal, department chairperson, or classroom teacher. All administrators and teachers, however, should recognize the curriculum leader's authority and agree to cooperate fully.

Curriculum development and implementation require this network of administrative support if they are to be successful. Figure 2 shows a sample organizational structure for orderly development, implementation, and evaluation of curriculum change. It specifies the authority, or, who is responsible for each phase of the process.

Figure 2

Sample Organizational Structure
Curriculum Development and Change


Phase One–
Development
A. Initiation
Students, parents, community
Classroom teachers
Program supervisors
Administrators
State and federal mandates
B. Direction
The appropriate curriculum committee determines feasibility, establishes curriculum priority, selects a subcommittee, and directs the preparation of a curriculum revision and/or pilot program.
C. Writing and/or Selection
The subcommittee of the curriculum committee writes (or selects) the curriculum revision or pilot program.
D. Approval
The curriculum committee reviews the work of the writing committee. The approval of the curriculum committee is required before the curriculum revision or pilot program can be considered further.
E. Review and Assignment of Priorities
If new or additional resources are required, the curriculum supervisor presents the curriculum revision or pilot program to the curriculum council. The curriculum council reviews the proposal along with all others and recommends those with the highest priorities to the superintendent for inclusion in the budget.
F. Review and Approval
The curriculum supervisor and superintendent present the curriculum to the board of education as required for review, for approval of additional resources at budget time, and for approval of new text if included.
Phase Two–
Implementation
A. Inservice
The curriculum supervisor and members of the curriculum committee plan and conduct inservice programs for principals, teachers and department heads. Curriculum guides and course descriptions are distributed and explained.
B. Reinforcement and Assistance
Principals, department heads (where available) and curriculum committee building representatives assist classroom teachers at the individual building level to implement the curriculum.
C. Classroom Use
Classroom teachers use the curriculum or approved pilot program in the instruction of students in their classrooms.
Phase Three–
Evaluation
A. Learning Assessment
Teachers assess individual student learning using techniques such as teacher observations, teacher-made tests, built-in curriculum tests, checklists, other student input.
B. Building-level Analysis
Principals and teachers analyze student performance at the classroom and building levels using teacher input, principal observations, required curriculum tests, group achievement testing, state curriculum assessments.
C. Systemwide Analysis
Curriculum supervisors and the superintendent review and analyze student performance at the school-system level using teacher/principal input, supervisor observations, program evaluation, required curriculum tests, group achievement testing, proficiency testing, state curriculum assessments.
D. Reporting
The superintendent and curriculum supervisors provide evaluation reports and recommendations to the superintendent of schools, board of education, administrative council, curriculum council, curriculum committees.
E. Recycling
Curriculum committees, based upon information received from steps A–D above, continue their support of the existing curriculum, make minor adjustments, plan and develop major revisions.

Adapted from *A Guide to Curriculum Development: Purposes, Practices and Procedures*. State of Connecticut Board of Education, 1981.

Climate for Change

The climate for change is more difficult to assess than is administrative support. Although the attitudes, values, and priorities of administrators and teachers may not be clearly stated, they do control how much individual support and effort will be directed toward curriculum change. Change must be accepted by everyone involved to be completely successful. This need for acceptance extends from the classroom teacher to the person in charge of curriculum coordination to the principal to the district administrator. It also reaches to the school board, the community, and the students.

The individual who initiates change frequently faces the challenge of securing cooperation and support from all of those named above. Information sessions, informal discussions, workshops, and seminars can promote interaction and set the stage for change. Equivalency clock hours, extended contracts and board credit, and released time are some of the rewards that can be given to those involved in the process. Whatever the techniques and rewards used, people who develop and implement curriculum must have a sense of belonging and ownership, they must feel the worth of their individual contributions to the project.

Responsibility and Process for Curriculum Development

The Leadership Roles

Designating one individual to be responsible for curriculum planning and coordination is a first requirement. Ideally, this person should be well trained and experienced in curriculum development. The availability of a staff member with such qualifications varies from district to district. Often the curriculum role is assigned to someone with other obligations, for example, a lead teacher, reading specialist, principal, or assistant superintendent. It is important that curriculum leadership be delegated to someone who has organizational skills, leadership qualities, and the acceptance of the staff.

Nonetheless, curriculum planning is a complex task which should not be entirely vested in one individual, regardless of personal qualifications. A plan must be established to facilitate and insure shared decision making. This plan usually includes appointing a curriculum council, with the designated leader acting as chair and serving as a liaison to the various involved publics within the district.

Curriculum Council

The curriculum council coordinates the curriculum development process. This council should be broadly representative of the groups to be affected by curriculum change and may, depending on size and district organization, include the curriculum leader, chairpersons for the different subject areas, the coordinator for library/media programs, an administrator from each level, community members, and representatives from the student body. The curriculum council has the opportunity and the responsibility to promote conscious planning for the infusion of content from each subject area into related subjects, and for integrating the processes of reading, writing, speaking, and listening into all subject areas. Such a council can encourage curriculum development that not only furthers departmental interests, but also gets departments working together so that relationships between subject areas and goals held in common are exploited to improve instructional programs. The specific task of this council is to set district curriculum priorities, which frequently involves the following.

Establishing an Educational Philosophy

Before curriculum development begins, the curriculum council should review the district educational philosophy to determine its compatibility with current local values and beliefs and state educational goals. Such a philosophy states the district's general beliefs, concepts, attitudes, and values regarding education and provides a frame of reference from which to review existing or develop new curricula.

If a statement of philosophy is not available, then the curriculum council should formulate such a statement to guide the curriculum development process. A sample philosophy may be found in example 1 at the end of this section.

Stating Curricular Goals

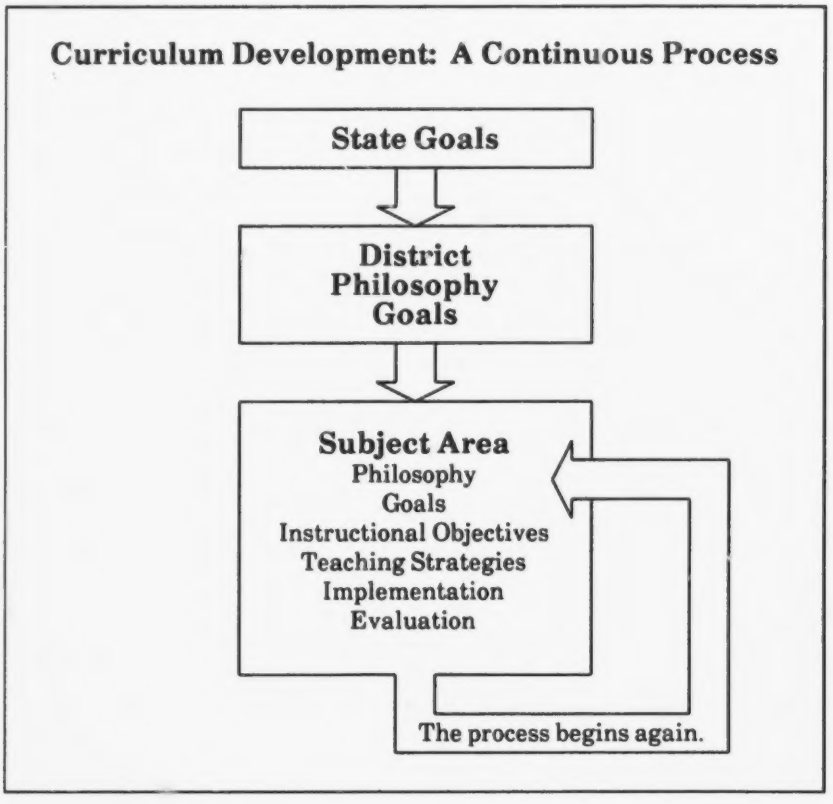
Goals are statements of general curricular purpose or intent for all disciplines and grade levels. These goals should derive from a school district's educational philosophy and reflect the general direction district curriculum development will take. Broad district goals should also be consistent with statewide goals. Example 2 at the end of this section presents "Goals for Elementary and Secondary Public Education" developed by a state task force composed of 29 individuals representing groups with various concerns linked to the adequacy and efficiency of Wisconsin public schools.

These general goals will provide the framework for developing more specific goals and objectives in the various subject areas. The relationship between state goals, local goals, and subject-area goals is illustrated in figure 3.

The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.

– Anatole France

Figure 3



Comenius once wrote that his object was "to seek and find a method by which the teachers teach less and learners learn more."

Determining Priorities and Planning a Master Schedule

Curriculum development is a continuous process in which the emphasis shifts among the subject areas in the total school program. The curriculum council should establish a time line indicating the sequence and time frame for developing each subject-area curriculum. This schedule, along with a description of strategies for accomplishing each phase—review, writing/revision, piloting, implementation, evaluation—constitutes the master plan. Districts may wish to use a form such as the one presented in table 1 to establish a master schedule for curriculum development that calls for a periodic review of each subject area.

As part of the process of developing the master plan, the curriculum council will ordinarily examine local needs regarding instructional content and strategies and federal or state statutory requirements as well as students' needs in each subject area. Table 2 at the end of this section provides a model to assist with the examination of a number of needs areas.

The final master plan should be submitted to the superintendent and the board of education for approval. This plan will provide a vehicle for long-range curriculum development and will encourage comprehensive planning for implementation.

Identifying Resources

The curriculum development process requires human, financial, and material resources. The availability of these should be analyzed to determine what additional resources, if any, will be needed in order to develop and implement each curriculum. The most important resource is the district staff, so competent personnel should be identified by subject area and grade level. The curriculum council also should seek support from local teacher and administrative groups. Additional human resources are available through the Wisconsin Department of Public Instruction, CESAs, and Wisconsin colleges and universities to consult on curriculum content, race and sex equity issues, technology, career education, and other topics. Persons from the community should also be encouraged to participate.

Financial resources affect the extent of curriculum development. Therefore, the curriculum council must seek a commitment in the form of a budget allocation from the board of education and the administration to be included in the master plan. A clear statement of policy on the amount of money that will be made available and how that money can be spent is also essential. In addition, the council should investigate outside funding sources such as public or private agencies and the state or federal government.

Consideration should be given to the time required to develop and implement new curricula as well as to the time needed for committee meetings and workshops. The master plan should outline budgetary requirements and time demands for each step in the curriculum development process for each subject area.

Finally, the curriculum council should review materials available and determine additional materials needed for program development and implementation. Among such resources are professional books and journals, student materials, published guides from other schools and states, and research publications. Information searches can be conducted using various data bases and by contacting other schools and the Department of Public Instruction. Appendix A provides a listing of organizations and agencies that can supply information or materials.

Analyses of schools that have been successful in promoting independent reading suggest that one of the keys is ready access to books.
– Becoming a Nation of Readers

Facilitating Communication

The curriculum council is responsible for keeping administrators, teachers, students, parents, and the larger community informed of its activities and those of the various subject-area committees while curricula are being developed. Once a curriculum is ready for implementation, the council can hold a series of informational meetings and use mass media and other avenues of communication to gain additional staff, student, and community support. It is important to build broad-based acceptance of new curricula through widespread dissemination of information.

Monitoring the Development Process

As curriculum is being developed, the curriculum council should set up some means of gathering information about the progress of the project. Reports from the various subject-area committees should be obtained and periodic reports submitted to the superintendent.

Sample Philosophy*

The public school is one of the most important forces in the United States devoted to the total development of human potential. An efficient and effective learning program involving the transmission and utilization of knowledge, skills and attitudes will enable students to develop their potentials as individuals and to make useful contributions as members of society.

To accept a realistic evaluation of themselves, their ambitions, and their environment, students are encouraged and directed to study and research independently, to think logically, and to communicate ideas meaningfully. Students are guided in their interpretation of the modern world by an appreciation of their democratic heritage so they may be discerning in their choice of competent leadership and become intelligent participants in their communities and vocations. Moral, ethical, and aesthetic values are exemplified as indispensable guides to richer and more rewarding living. Fundamental to this process is the conviction that every student must be regarded as an individual worthy of each educator's sincere interest, respect, and best efforts.

Practices and Procedures to Attain District Objectives

- The selection and retention of a well-trained, well-informed professional faculty and a staff of paraprofessional and lay personnel who are aware of students' needs and problems and who are themselves motivated to seek continuing professional growth.

- A required program of study and school-directed experiences for all students, developed through school and community participation, which emphasizes the fundamental and broader aspects of a sound education.

- The provision of varying levels of challenge in basic subject fields to encourage students to be motivated to work successfully at their levels of ability.

- A flexible curriculum from kindergarten through grade 12 which will provide students with a sound education, based upon recognition of their individual abilities, needs, and goals.

- A guidance program for all students at all levels which, through counseling and testing, helps students adjust to their environment, develop their potentials, and utilize their interests and abilities to meet personal needs and goals; efforts to help students adjust to physical, emotional, or social problems, to take career considerations into account at the appropriate levels, and to select programs of studies and activities which will lead to the ultimate realization of career choices.

- The preparation, development, and encouragement of all students to become independent self-directed learners participating in independent study and research and, utilizing all communications media; emphasis on stimulation and guidance of self-paced learning which will lead to the emergence of individual citizens capable of thinking critically,

*Adapted from *A Guide to Curriculum Development: Purposes, Practices and Procedures*. State of Connecticut Board of Education, 1981.

making sound judgments, and becoming productive and effective members of a democratic society.

- A program of enriching experiences, both cocurricular and extracurricular, to help students with personal, physical, mental, and social development, as well as to guide them in the wise use of leisure time.

Since the school reflects the needs, values, strengths, and aspirations of the community, it follows that the school and the home should work together to further develop those personal characteristics which will lead to a better individual and community life for all its citizens. Therefore, a continuing dialogue among community, home, and school should be maintained to the end that all of the children of all of the people will be given the opportunity to develop, thoughtfully assess, and appropriately adjust to the needs of a changing society.

Goals for Elementary and Secondary Public Education*

Schools of the future will make a more concerted effort to help students develop a feeling of self-worth and confidence which will enable them to experience a sense of pride and accomplishment in a highly technological, rapidly and dramatically changing society. The students should develop a positive self-image within the context of their own heritage and within the larger context of the total society. Students shall:

- know and respect themselves;
- recognize their strengths and limitations when setting personal goals;
- develop their interests and potentials in order to achieve those personal goals;
- have insight into their own value structure and how values affect one's life and relationship with others.

Human Relations

Human relations is the interaction of individuals with one another and with groups. Schools cannot ignore human relations, because (by means of their social systems, organizational structures, teaching methods, and administrative practices) they teach it, whether consciously or not.

Schools shall foster an environment where students, all school personnel, and other community members interrelate to seek self-knowledge and understanding, appreciation, respect, and concern for all human beings. Students shall

- understand, appreciate, and respect themselves;
- have a desire to contribute to the well-being of society in all areas of their lives and place a higher value on people than on things;
- understand and appreciate the value systems, cultures, customs, and history that are part of their own heritage and part of the heritages of others;
- possess the skills and attitudes necessary to assure the continuing development of
  - — respect for the rights of self and others,
  - — the ability to form satisfying and responsible relationships with a wide variety of people,
  - — skill in group relations,
  - — the ability to initiate and maintain personal friendships,
  - — a recognition of the political, social and cultural interdependence among peoples of the world,
  - — an understanding of various domestic and international life styles,
  - — the ability to manage conflicts in values,
  - — respect for the their own work and that of others.

*From Advisory Task Force on Educational Goals. Wisconsin Department of Public Instruction. *Educational Goals*. Madison, WI: Wisconsin Department of Public Instruction, 1972.

Basic Skills

Schools are a significant societal agency for the development of basic skills. It is essential that a person be able to interact within a changing society and make reasonable judgments about it. To that end, schools must explore and implement the best possible ways for students to acquire and apply the fundamental skills necessary to learning. Students shall

- comprehend ideas and facts through reading, viewing and listening;
- communicate ideas and facts through writing and speaking;
- use the processes of language, science, and mathematics;
- perform psychomotor (mental-physical) activities necessary to learning;
- use problem-solving techniques and processes in decision-making.

Mental and Physical Health

The development of sound minds and bodies in its youth must be a continuing value of a self-renewing society. Children come to school with different mental and physical capabilities. Schools shall develop self-concepts and physical skills in accordance with each child's potential. Students shall

- have the basic physical and mental health necessary for their optimum growth and development;
- understand the emotional and social aspects of human sexuality;
- understand the interrelationship of mental and physical health;
- be aware of and have an incentive to use community resources essential to assure their optimum mental and physical health;
- recognize leisure-time activities as vital parts of human life, and possess sufficient skill and interest in an activity that is not work-related to be able to make constructive use of leisure time;
- demonstrate knowledge, use, and appreciation of safety principles, concepts, and practices;
- know the various body systems and how dietary habits, physical and mental activity, drugs, alcohol, tobacco, and poisons affect them.

Career Education and Occupational Competence

In a rapidly evolving society where occupations change, appear, and disappear, ways must be found to equip students to deal with the world of work. Schools must offer students an education that prepares them for alternative occupational, academic, and technical programs beyond high school. Students shall

- have respect for the dignity of all occupations and the desire to pursue a satisfying vocation;
- have acquired a knowledge and understanding of opportunities open to them for preparing for a productive life;
- have developed those occupational competencies consistent with their interests, aptitudes and abilities which are prerequisite for entry and advancement in the economic system and/or acquisition of technical or professional skills through post-high school academic or vocational training.

Cultural Appreciation

Harmony among peoples of the world requires appreciation and understanding of diverse cultures. Students shall have opportunities to learn about various cultures and to deepen their appreciation of their own heritage.

The art forms of a people communicate much that should be known about their culture. In order to heighten this kind of cultural understanding, students should have opportunities to express themselves in a variety of artistic ways. Students shall

- have an appreciation of art, crafts, music, and literary and dramatic forms and of their place(s) in the histories and cultural heritage(s) of this and other nations;
- have the experience and skills necessary for the creative use of leisure time;
- recognize the importance of using the cultural and recreational facilities in their community.

Lifelong Learning

Life expectancy is now such that the average individual may look forward to many productive years after completing formal schooling years. At the same time, the world is changing at an ever-increasing rate, constantly requiring people to adapt. It is therefore imperative that each individual be prepared to participate in a lifelong learning experience. Students shall

- be responsive to the needs and opportunities to learn afforded by an ever-changing social, economic, and political environment;
- know of the possibilities for continuing self-development that come with increasing educational and leisure-time opportunities.

Citizenship and Political Understanding

Citizenship is the quality of an individual's response to membership in the local, state, and world communities. Because schools are a part of society, and because American society is based on the premise that people are able to govern and direct themselves through law, the total school experience must offer students opportunities to learn about their roles, rights, and responsibilities within legitimate government and to practice good citizenship. Students shall

- understand the structure, governance, and governmental heritage of the community, state, national, and world societies;
- understand the importance of effective fulfillment of their obligations to society;
- develop the skills needed for participation in a democratic society in the course of their total school experience.

Economic Understanding

In the American economic system, students must understand which factors affect both their own economic condition as well as the standards of living of various members of the world community.

Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy. Student shall

- learn to evaluate their needs, match products to needs, and effectively use products and natural resources;
- understand the various systems of production and distribution, the role and responsibility of the individual in these systems, and the ways in which these systems influence the lives of people;
- understand the effect of individual consumption of goods on the environment;
- understand the processes of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases;
- be aware of the agencies which assist and protect consumers and producers;
- be aware of national and international business organizations, monetary systems and the effects of governments on economies.

Physical Environment

The quality of life, and ultimately survival, depends upon people's abilities to live in harmony with their physical environment. Schools must therefore provide experiences leading to acquisition of knowledge, skills, and attitudes that will promote a balanced use of natural resources and recognition of the concurrent rights of present and future generations.

- Students shall acquire knowledge and understanding of the social, physical, and biological worlds and the balance between human beings and their environment.

  Students shall have
  - —an understanding of the social, economic, and political implications of population growth;
  - —knowledge of the basic facts regarding ecological balance and the effects of people, technology, and industrialization on this balance;
  - —an understanding of the world as integrated ecosystem;
  - —an understanding of how people and technology alter the natural and physical environments.

- Students shall have attitudes and behaviors leading to the appreciation, maintenance, protection, and improvement of the physical environment.

  Students shall acquire knowledge and skills which enable them to
  - —improve their personal environments;
  - —discriminate among producing, usage, and purchasing practices on the basis of their ecological effects;
  - —be responsible developer(s) and user(s) of technology;
  - —play active role(s) in preserving and improving the environment;
  - —choose environmentally compatible life styles.

Creative, Constructive, and Critical Thinking

Students must be able to cope with changes affecting the quality of their lives. A student must be prepared to apply imagination, creativity, and constructive and critical thinking to personal problems and societal conflicts. The school shall provide an environ-

ment where students can develop thinking skills and where experiences can be examined and integrated. Students shall:

- be able to deal effectively with situations new to their experience;
- think and act in independent, self-fulfilling way(s) and interact considerately and responsibly with others;
- be skilled in the logical processes of search, analysis, evaluation, and abstract thinking.

Table 1

Sample Schedule for Curriculum Development*

The following is a sample of a partial schedule for curriculum development. Note that the cycle presented calls for review, revision and writing, piloting, implementation and evaluation phases for each subject area. Moreover, staff training is presented as an integral aspect of the piloting and implementation phases.

Subject	Latest Evaluation/ Review	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
Mathematics	1984-85					Review/ revise K-12	Pilot staff training K-12
Language Arts	1979-80 Grades K-3	K-3 Review/ revise	K-3 Pilot staff training	K-3 Implement staff training	K-3 Implement staff training	K-3 Evaluate	K-3 Review/ revise
	1979-80 Grades 4-6	4-6 Review/ revise	4-6 Revise	4-6 Pilot/implement staff training	4-6 Implement staff training	4-6 Evaluate	4-6 Review/ revise
	1979-80 Grades 7-12		7-12 Review/ revise	7-12 Pilot staff training	7-12 Implement staff training	7-12 Implement staff training	7-12 Evaluate
Foreign Languages	1977-78 Grades 7-12 All languages except the major offering			7-12 Review/ revise	7-12 Pilot/implement staff training	7-12 Implement staff training	7-12 Implement staff training
	1978-79 Grades 4-12 The major language offering				5-12 Review/ revise	5-12 Pilot staff training	5-12 Implement staff training
Health Education	Not done in past 10 years	K-12 Review and write curriculum	K-12 Pilot staff training	K-12 Implement staff training	K-12 Implement staff training	K-12 Implement staff training	K-12 Evaluate

*Adapted from *A Guide to Curriculum Development: Purposes, practices and Procesures.* State of Connecticut Board of Education, 1981.

Table 2

Sample Chart for Examining Areas of Need

SUBJECT AREA	Date last evaluated	Date last revised	Grade levels subject is taught	Instructional materials needed	Guide available	Test scores	Community demands	Student population change	Equity provisions	Not taught at all
Arts										
English/Language Arts										
Environmental Education										
Health Education										
Mathematics										
Music Education										
Physical Education										
Reading										
Science Education										
Second Language Education										
Social Studies										
Other, as desired										

3

Overview

Local philosophy, goals, and objectives provide the framework for curriculum development in specific subject areas. The following discussion of suggested procedures is organized under four headings.

- Planning for Subject-Area Curriculum Development
- Content of the Subject-Area Guide
- Implementing the Subject-Area Program
- Evaluating the Subject-Area Curriculum and Instructional Program

Planning for Subject-area Curriculum Development

The teacher is not only a communicator but a model.
– Jerome S. Bruner

Establishing the Committee

The subject-area committee must have effective leadership. A committee chairperson should have an understanding of the current nature of the subject area field, broad knowledge of the subject itself, knowledge of curriculum development, and the respect of both teaching and administrative staff. The chairperson might represent the subject-area committee on the district's curriculum council.

The committee chairperson must be given the authority to make the decisions needed to continue the committee's work. This authority should be clearly defined by the school system's administrator and/or school board in a letter of appointment. The letter should also define the charge to the committee. The committee which will be responsible for the subject-area curriculum development should

- be broadly representative of the district, including classroom teachers representing individual buildings, department chairpersons, administrators, students, parents and noneducator community professionals/specialists in race and sex equity issues, reading specialists, special education teachers, and library media specialists, where appropriate;
- be representative of each grade level or of the several grade-level groupings, for example, K-3, 4-6, 7-9, and 10-12.

Identifying Available Resources

The subject-area committee should be aware of the resources at its disposal and identify any additional resources needed to write the subject-area guide. Among resources to consider are

- the amount of time committee members will have to devote to curriculum development;
- the materials available, including data base searches, journals, exemplary curricula, sample courses of study, and other models;
- available support services (typing, duplicating);
- consultant services. During the development of the guide, the assistance of others with recognized expertise is often useful. Needed assistance may be secured from the subject-area supervisor in the Department of Public Instruction, subject-area or curriculum specialists on university or college campuses, subject-area or curriculum specialists from other school districts, or local citizens. Addresses of DPI staff and professional organizations representing many subject areas are available in the DPI *Wisconsin Public School Directory* which is updated annually. Some consultants may require honoraria and/or travel expenses, which should be included in the budget.
- the funding available to carry out the committee's work. It is desirable for the committee to complete a budget once the amount of available funding is known and a task list and time line have been completed. If funding appears insufficient to complete the committee's work, then an amended budget should be submitted to the board of education requesting additional money.

Developing Task List and Time Line

Early in the process, the committee should develop a list of the tasks which must be carried out in order to produce the curriculum guide. These tasks should be listed in chronological order within the time frame established for developing the guide. The committee should set approximate target dates for completion of each task. Where appropriate, individuals with primary responsibility for completing each task should be identified.

Providing Committee Inservice

Although most members of the subject-area committee probably agree to serve because they are highly interested and have some degree of expertise in the subject area, there may be some who are not as well informed as others. A variety of inservice activities may be needed to explore contemporary thought about the subject area and help committee members develop a common frame of reference.

Before organizing and writing the guide, the committee should review and discuss the following:

- subject-area content;
- current literature pertaining to the subject area;
- successful curriculum models;
- sources of consultant help.

There are certain orders of presentation of materials and ideas in any subject that are more likely than others to lead the student to the main idea.
– Jerome S. Bruner

Examining the Present Program

Before writing the curriculum, the committee should determine the current status of subject-area instruction in the district. This will help to identify discrepancies between present practice and desired outcomes.

The committee must decide what information to collect, how that information will be collected, and how it will be analyzed. At the very least, the information collected should include

- subject-area content currently being taught at all grade levels, K-12;
- approaches being used in teaching the subject matter;
- instructional resources being utilized;
- data on student achievement;
- curricular needs as perceived by students, teachers, and administrators;
- school district research (survey, study) reports on the perceptions and expectations of community members;
- information about staff preservice preparation and continuing professional development.

The results of this examination should help the subject-area committee identify strengths and weaknesses in the existing curriculum. The results can also serve as a base for building a new program or revising an existing one and for setting content and instructional priorities. Some sample surveys which might be useful in this process are included in examples 3 through 6.

Examining the Present Program: Student Surveys

The questions below are typical of those which could be asked of students as part of a needs assessment. Wordings can be changed to adapt the questions for any subject area and any grade level. Teachers can read each question to primary students and ask them to circle a number that corresponds to their response. Or, a set of statements can be used to achieve the same results if students can mark a smiling or a frowning face to show whether they agree or disagree with each statement.

These sample questions do not constitute a survey. They are presented as items which a committee might use.

1. In this class (specify subject area), we most often do these things *(check 3)*:
   - ☐ read books
   - ☐ listen to the teacher
   - ☐ perform experiments
   - ☐ recite
   - ☐ go on field trips
   - ☐ work in the library
   - ☐ take tests
   - ☐ look at films and filmstrips
   - ☐ talk about the book
   - ☐ listen to records
   - ☐ make maps (graphs, charts, pictures)
   - ☐ answer questions
   - ☐ construct things
   - ☐ do homework

2. In this class, I like to *(check 3)*:
   - ☐ read books
   - ☐ listen to the teacher
   - ☐ perform experiments
   - ☐ recite
   - ☐ go on field trips
   - ☐ work in the library
   - ☐ take tests
   - ☐ look at films and filmstrips
   - ☐ talk about the book
   - ☐ listen to records
   - ☐ make maps (graphs, charts, pictures)
   - ☐ answer questions
   - ☐ construct things
   - ☐ do homework

3. To do well in this class and get a good grade, I have to *(check 3)*:
   - ☐ be quiet in class
   - ☐ answer questions
   - ☐ listen to the teacher
   - ☐ ask good questions
   - ☐ do my homework
   - ☐ work in the library
   - ☐ perform experiments
   - ☐ work with others
   - ☐ do well on tests
   - ☐ develop good projects
   - ☐ suggest questions and ideas
   - ☐ understand the book
   - ☐ follow the teacher's directions
   - ☐ complete reports

4. I find the following work difficult in this class *(check up to 3)*:
   - ☐ answering questions
   - ☐ participating in discussion
   - ☐ working alone
   - ☐ reading the textbook
   - ☐ making maps (or other visuals)
   - ☐ taking tests
   - ☐ working out projects
   - ☐ writing reports
   - ☐ working with others
   - ☐ thinking of good ideas

5. In this class, I like to work this way best *(check only 1)*:
   ☐ alone ☐ in a pair ☐ in a small group ☐ with the whole class

6. I talk to my parents about this class *(check only 1)*:
   ☐ not at all ☐ about once a month ☐ about once a week ☐ almost every day

7. If I could make one suggestion to my teacher about how to do things differently, I would say,

   _____

8. If I could choose one aspect of this subject to study, it would be

   _____

9. The materials we use in this class are
   ☐ excellent ☐ very good ☐ good ☐ fair ☐ poor

Examining the Present Program: Teacher Surveys

The rating scale below could be used to check almost any program. There are also some questions that could be used to determine teachers' perceptions of the present program and of what the future might be. Teacher surveys can include belief statements, with which teachers may agree or disagree in whole or in part.

These items do not constitute a survey. They are presented as items which a committee might use.

Rating Scale

The following are to be rated using a 5-point scale. Put a check at the point that reflects your opinion about the present _____ curriculum.

1.	Teacher interest in materials	Low	☐☐☐☐☐	High
2.	Student interest in materials	Low	☐☐☐☐☐	High
3.	Student participation in class	Limited	☐☐☐☐☐	Very active
4.	Class atmosphere	Quiet	☐☐☐☐☐	Noisy
5.	Program content	Inappropriate	☐☐☐☐☐	Very appropriate
6.	Content includes knowledge at all levels	Only low levels	☐☐☐☐☐	All levels
7.	Content includes values	Not at all	☐☐☐☐☐	Many levels
8.	Skills treatment	Unclear	☐☐☐☐☐	Very clear
9.	Who asks questions	Mostly teacher	☐☐☐☐☐	Mostly students
10.	Kinds of questions	Low level	☐☐☐☐☐	All levels
11.	Curriculum decision-maker	Teacher	☐☐☐☐☐	Students
12.	Question responses	Short	☐☐☐☐☐	Long
13.	Student sense of purpose	Hazy	☐☐☐☐☐	Defined
14.	Teacher's guide	Not useful	☐☐☐☐☐	Very useful
15.	Difficulty of materials	Too easy	☐☐☐☐☐	Too difficult
16.	Reading level	Too low	☐☐☐☐☐	Too high
17.	Supplementary materials, including library	None	☐☐☐☐☐	Abundant
18.	Student involvement	None	☐☐☐☐☐	A great deal
19.	Teacher's role	Authority	☐☐☐☐☐	Participant
20.	Overall program	Ineffective	☐☐☐☐☐	Very effective

Possible questions. Each of these is intended to be made specific to the subject area.

1. Which three of the following aspects of this subject is it most important to teach in this district? (List a variety of aspects of the subject.)

2. Which two of the following teaching and learning techniques do you think are most important?

☐ lecture	☐ games and simulations
☐ discussion	☐ inquiry
☐ questions	☐ conceptual development
☐ research	☐ independent study
☐ quizzes and tests	☐ valuing
☐ case studies	☐ creating a model or product
☐ experiments	☐ community projects
☐ drill	☐ other *(identify)* _____

3. What do you think is the major strength of instruction in this subject at your grade level?

_____

4. What do you think is the major weakness of instruction in this subject at your grade level?

_____

5. What kinds of materials do you use most often to teach this subject?

☐ books	☐ maps and globes
☐ films	☐ models
☐ filmstrips	☐ charts and diagrams
☐ laboratory equipment	☐ records and tapes
☐ chalkboard	☐ television
☐ games and simulations	☐ computers
☐ real objects	☐ other *(identify)* _____

6. If you were to make one change in this program at this grade level, what would it be?

_____

7. How frequently do you feel this program meets the needs of special students?
☐ never ☐ rarely ☐ sometimes ☐ often ☐ always

8. What type of inservice in this subject would be most useful to you?

_____

9. What kinds of equipment do you need to carry out this program?

_____

10. What kind of administrative support would be most helpful?

_____

Examining the Present Program: Administrator Surveys

These are some questions which might be used in a needs assessment, adjusted for the particular subject area.

1. Grade levels at your school _____
2. Organizational patterns at your school (self-contained, etc.)
3. Which of the following *(list three aspects of the subject)* do you think is most important in this subject area? Rank order those listed from 1 (most important) to 3 (least important).
4. Which 2 of the following instructional techniques do you think are most important?

☐ lecture	☐ games and simulations
☐ discussion	☐ inquiry
☐ questions	☐ conceptual development
☐ research	☐ independent study
☐ quizzes and tests	☐ valuing
☐ case studies	☐ creating a model or product
☐ experiments	☐ community projects
☐ drill	☐ other *(identify)* _____

5. Identify two strengths of instruction in this subject in your school.

   1. _____

   2. _____

6. Identify two weaknesses of instruction in this subject in your school.

   1. _____

   2. _____

7. How do the students at each grade level in your school perform on standardized tests in this subject?

8. What percentage of your students have special needs? _____
   What types of needs (bilingual, handicapped, other)

   _____

9. What one change would you recommend in this program area?

   _____

10. What inservice needs does your school have?

    _____

11. In what ways could this curriculum be communicated better to the parents?

    _____

■ Example 6

Examining the Present Program: Parent Surveys

Some of these questions might be used with parents. The content of questions used in a community, however, is heavily influenced by the nature of the district.

1. What do you perceive as the major goals of education in our schools?

2. What do you see as the strengths of this school system?

3. What do you see as the weaknesses of this school system?

4. In *(the subject-area)*, what do you like most about our program?

5. In *(the subject-area)* what do you like least about our program?

6. Would you be willing to work with a curriculum committee?
   ☐ Yes ☐ No If yes, in which subject area? _____

7. The general statements about school below are being considered as possible goals for this district. Examine them carefully, and then rank them in order, from the one you like best (number 1) to the one you like least (number 10). *(Develop statements about your district and subject area, if appropriate.)*

Identifying Students' Educational Needs

As it develops the new curriculum, the subject-area committee should address the needs of special students. These may be children with

- special physical needs;
- developmental, behavioral, or learning impairments;
- sensory and language impairments;
- limited English-speaking ability;
- extraordinary learning disabilities and/or talent(s);
- migrant family backgrounds; and/or
- educational disadvantages.

Consulting specialists who work with such children and/or their teachers can be especially helpful. It is also important to review state and federal education laws which apply to these groups of students. Example 7 presents a checklist on meeting students' special needs.

Selecting a Curriculum Guide Format

The district curriculum committee may wish to select a consistent format for all district subject-area guides. Exemplary guides from local districts, state education departments, national clearinghouses, and professional subject-area associations may be reviewed for appropriate formats.

As they develop their curriculum and guide, the subject-area team should select an organizational design and method of presentation appropriate to the nature of the subject and to subject-area philosophy, goals, and objectives. Attractiveness, readibility, and usefulness to teachers are also important considerations.

■ Example 7

Checklist on Meeting Students' Special Needs

This or a similar checklist can be used, when applicable, to evaluate program modifications being made to compensate for special needs of each child or group.

Diagnosis. Information has been collected about

- ☐ Interests
- ☐ Capabilities
- ☐ Reading levels
- ☐ Other
- ☐ Language skills
- ☐ Achievement
- ☐ Problems

Subgroups. The following subgroups are used in class:

- ☐ Interest groups
- ☐ Committees
- ☐ Instructional groups
- ☐ Learning pairs
- ☐ Reading groups
- ☐ Learning center groups
- ☐ Activity groups
- ☐ Interviewing groups

Methods and Activities. The following are used:

- ☐ Individual work/instruction
- ☐ Small-group work
- ☐ Whole-class activities
- ☐ Varied directions for subgroups
- ☐ Different standards for individuals
- ☐ Varied assignments for individuals or groups
- ☐ Inquiry lessons
- ☐ Expository lessons
- ☐ Homework
- ☐ Different questions for subgroups
- ☐ Different explanations for subgroups
- ☐ Varied assessments of outcomes

Materials. The following have been adjusted/modified:

- ☐ Reading materials on various levels
- ☐ Study guides
- ☐ Media for individuals and groups
- ☐ Practice materials
- ☐ Community resources
- ☐ Taped materials
- ☐ Rewritten materials
- ☐ Reading lists
- ☐ Library resources
- ☐ Artifact kits
- ☐ Learning centers
- ☐ Pictures

Independent Study. The following have been adjusted:

- ☐ Topics to investigate
- ☐ Sources of data
- ☐ Presentation form
- ☐ Additional assistance
- ☐ People to interview
- ☐ Type of report expected
- ☐ Depth and breadth
- ☐ Other:

Individual Tutorial. Assistance is provided by

- ☐ Teacher
- ☐ Teacher aide
- ☐ Volunteer
- ☐ Computer
- ☐ Parent
- ☐ Another pupil
- ☐ Programmed materials
- ☐ Other:

Special Instruction. Specific provision is made for

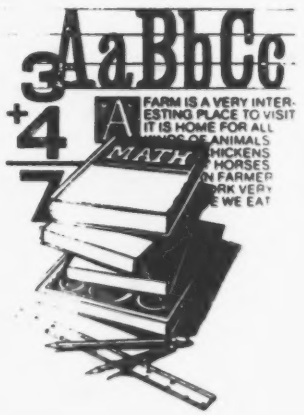
- ☐ Remedial
- ☐ Resource teacher
- ☐ Differentiated staffing
- ☐ Team teaching
- ☐ Laboratory work
- ☐ Divided day

Standards and Evaluation. Adjustments have been made in

- ☐ Quantitative expectations
- ☐ Qualitative expectations
- ☐ Inquiry processes
- ☐ Vocabulary development processes
- ☐ Evaluative charts
- ☐ Testing
- ☐ Concept development process
- ☐ Information outcomes expected
- ☐ Required uses of maps, reading, and other skills
- ☐ Main ideas presented
- ☐ Expression of feelings expected
- ☐ Self-evaluation process

Stating the Subject-area Philosophy

The philosophy which governs curriculum development and instruction in each subject area should reflect local educational philosophy. It should take into account current professional developments in the subject field, established values for that subject, and the values of the local community. The statement of philosophy for any subject area should also cover provision for students' future needs.



Establishing Subject-area Goals

Goals are broad, general statements of direction, highlighting major elements of the subject-area philosophy. Subject-area goals should be consistent with statewide, as well as local educational goals.

Establishing Subject-area Objectives

Objectives derive from the broad subject-area goals. They refer to specific desired outcomes of the instructional program. Two types of instructional objectives should be utilized:

- teaching objectives which help teachers organize instructional units; and
- learning objectives which identify specific subject-matter content to be learned and applied.

The statement of objectives should include a subject-area scope and sequence outline. This helps to identify instructional priorities and set up a logical order for instruction and learning. Subject-area content might be organized into the following three categories.

Knowledge. Knowledge includes such things as generalizations, concepts, principles, formulas, or specific facts germane to the discipline.

Skills. Skills are the tools, techniques, and methods appropriate for problem solving and for manipulating and organizing the body of knowledge to be learned and applied.

Attitudes. Positive attitude development is critical to the successful acquisition of knowledge and the concurrent application of skills in all subject areas.

Example 8 provides some sample objectives from Benjamin Bloom's *Taxonomy of Educational Objectives* which demonstrate the breadth of learning which must be addressed in subject-area objectives.

It requires a combination of deep understanding and patient honesty to present physical or any other phenomena in a way that is simultaneously exciting, correct, and rewardingly comprehensible.
– Jerome S. Bruner

Example 8

Sample Objectives for the Cognitive, Affective and Psychomotor Domains from Bloom's Taxonomy*

Cognitive Domain

Knowledge. Given a list of countries, the student will identify five which are democracies.

Comprehension. Given a paragraph, the student will be able to state its main idea.

Application. Given knowledge of geometric formulas, the student will apply it to solving specific problems.

Analysis. Given a historical selection, the student will detect and discuss the author's point of view.

Synthesis. Given information about myths and their purposes, the student will create a myth.

Evaluation. Given the components of a particular career, the student will evaluate using predetermined criteria, how well suited he/she would be for this career.

Affective Domain

Receiving. The student is willing to listen to alternative theories and beliefs about a particular subject.

Responding. The student displays an appropriate emotional response to drama presentations.

Valuing. The student shows that he/she values higher mathematics by voluntarily studying additional advanced books.

Organization. In order to take part in public performances of the band or orchestra, the student organizes her/his after-school hours to include practicing time at home.

Characterization. As years pass and new information is discovered or new theories are developed on a particular subject, the student is able to fit them into his/her belief system.

Psychomotor Domain

Imitation. After watching the teacher demonstrate how to copy letters from charts on cursive writing, the student makes the letters of the alphabet imitating the teacher's movements.

Manipulation. Using cursive writing charts only for occasional reference, the student experiments and makes the letters from memory with some errors.

Precision. The student makes error-free letters without using the chart and can put them together into words.

Articulation. The student begins to write, making identifiable letters her/his own way, so that his/her writing style becomes individualized.

Naturalization. The student writes while thinking more about what she/he is saying than about how the letters are made, and the letters remain legible.

*Adapted from *A Guide to Curriculum Development: Purposes, Practices and Procedures*. State of Connecticut Board of Education, 1981.

Developing Units of Instruction

A teaching format should be designed to include all basic content for a given subject-area curriculum. It is often helpful to develop a schematic form that teachers can use in developing units of instruction. Example 9 is based on the conceptual approach to organizing instructional units.

■ Example 9

A Conceptual Format for Units

Date _____ Grade Level/Course _____

Generalization _____

Concepts _____

_____

Objectives:

Teaching _____

_____

Learning _____

_____

_____

Motivational/ Informational Resources	Learning Processes and Activities	Synthesis and Evaluation

Implementing the Subject-area Program

Once curriculum components have been developed, designing a realistic classroom implementation plan is critical. The logical first step in this process is trying out the new curriculum. This tryout or pilot phase may involve simply the use of activities and materials in classrooms for a few weeks during the development period. Or, resources permitting, the district may pilot total curriculum for a full year in one or more classrooms per grade level or course. Such a try-out period, whether limited or exten-

sive, enables the curriculum committee to gather important information about the success of the effort before making either a total commitment to or significant changes in the curriculum. Information gained from both students and teachers during pilot testing usually suggests modifications in the proposed curriculum.

Once adjustments have been made, the district can make a longer range commitment to districtwide diffusion and implementation of the curriculum. The curriculum committee and administration must address several critical issues prior to complete implementation, however. Among these are (1) staff development needs, (2) staff responsibilities, (3) monitoring of the implementation process, and (4) continuous modification of the instructional program. These issues are discussed below.

. . . career-long opportunities for growth, renewal, and access to new information are essential.
– Becoming a Nation of Readers

Identifying Staff Development Needs

Once staff members who are to implement the new curriculum have been identified and their responsibilities clearly defined, the curriculum committee must determine staff development needs. Questions such as the following should be answered.

- How does the new curriculum differ from the current curriculum?
- How will new learning experiences and teaching strategies be presented to teachers?
- How will the necessary background information for teaching the content be provided to teachers?
- How will teachers be prepared to use new and different materials?
- How will teachers learn to use new methods of evaluation?
- How will teachers' ownership of the curriculum be nurtured?

A specific plan for professional staff development should be designed by the curriculum committee and approved by appropriate parties within the district. This plan should be based upon identified staff needs and other considerations, such as

- time commitment,
- budget,
- local teacher contract,
- leadership,
- participant selection, and
- resources.

Identifying Staff Responsibilities

Successful implementation of any curriculum depends upon identifying key staff to test program components. These staff members must clearly understand their roles in the eventual implementation of the entire curriculum.

The curriculum committee and administration should maintain ongoing communication and coordination among staff involved. This will be easier to accomplish if the curriculum plan clearly states rationale, philosophy, goals, objectives, content, scope and sequence, evaluation

methods, and expected student outcomes for the total program so these can be easily understood by all. It is also extremely important that staff members involved in the program develop a sense of legitimate ownership of and commitment to the successful implementation of the curriculum. The degree to which this happens is dependent in large measure upon the active involvement of staff in all stages of development and implementation.

Monitoring the Implementation Process

As the curriculum is implemented throughout the district, the curriculum committee should set up some means of gathering observations from teachers, students, and administrators. Formal monitoring during implementation will provide evidence that the curriculum is actually being implemented as designed. It is advisable to assign a building principal or teacher specific responsibility for serving as instructional leader of the monitoring process. This person can inform the curriculum committee about successes, failures, and changes necessary to keep the curriculum development and implementation process flowing smoothly.

Modifying the Program

A final step in long-range curriculum implementation is incorporating improvements suggested by the monitoring process. This ensures continuing review and revision of the instructional program and should be reinforced by appropriate staff development effort.

Evaluating Subject-area Curricula and the Instructional Program

Curriculum evaluation is the process of delineating and collecting information that can be used in judging learner progress and choosing program alternatives.

The evaluation process begins with the initial planning of the curriculum and continues throughout development and implementation of the instructional program.

- In the curriculum planning stage, a careful examination of the existing program has been recommended. Such a study serves both as an evaluation of the present program and a needs assessment for program change and development.
- During the development stage, evaluation is a constant process by which the curriculum framework, scope and sequence, content, and learning activities are weighed against accepted educational philosophy and goals.

- During the tryout stage, evaluation consists of continuous monitoring of the process. This assures that the curriculum is being used as it was intended; the need for program modifications becomes clear and changes can be made easily at this stage.
- Evaluation at regularly scheduled intervals after implementation has begun provides data which either confirm success or the need for further revision of the program.
- In addition, the district should review the availability of resources, both in the classroom and the library, and evaluate teaching techniques, classroom climate, and other factors. Such feedback brings out causes of and possible remedies for educational problems.

Learning should not only take us somewhere; it should allow us later to go further more easily.
– Jerome S. Bruner

Important steps in the evaluation of a curriculum plan and instructional program are listed below.

- Agreeing on an evaluation plan
- Selecting appropriate evaluation instruments
- Establishing an evaluation schedule
- Implementing the evaluation plan
- Analyzing the results
- Planning program modifications.

Philosophy, goals, and objectives are established in the first stages of curriculum development. When this early groundwork is done well, both formative and summative evaluation can proceed with the assurance that there are legitimate and defensible criteria for weighing results.

If both program objectives and student objectives have been attained, no unusual curriculum revision may be indicated. However, in no instance should curriculum development stop completely. Even the best of curricula can profit from continuous examination. New knowledge, improved techniques, changing philosophies, and local priorities make curriculum development a never-ending challenge.

In summary, evaluation should be part of each stage of the curriculum development process. It should be continuous and carefully planned and should reflect subject-area philosophy and goals as well as the educational philosophy and goals of the school district being evaluated. Above all, evaluation results should improve the learning experiences of students in the local school district.

References

Bloom, Benjamin S., ed. *Taxonomy of educational objectives: the classification of educational goals by a committee of college and university examiners*. New York: Longmans, Green, 1956.

4

Resources

Professional Associations

Association for Supervision and Curriculum Development (ASCD)
225–A North Washington Street
Alexandria, VA 22314

Wisconsin Association for Supervision and Curriculum Development (WASCD)
Neva Hodge, President
Elkhart Lake-Glenbeulah School District
Elkhart Lake, WI 53020

Cooperative Educational Services Agencies (CESAs) and Administrators

CESA #1
William Bergum
2930 South River Parkway
West Allis 53227
(414) 546-3000

CESA #2
Dallas Briggs
4243 Rotamer Road
Janesville 53545
(608) 868-4717

Madison Program Office
Room 11
5301 Monona Drive
Monona 53716
(608) 221-6220

CESA #3
Monte Hottmann
Route 1, Industrial Drive
P.O. Box 5A
Fennimore 53809
(608) 822-3276

CESA #4
Roland Solberg
LaCrosse County Courthouse
LaCrosse 54601
(608) 785-9364

CESA #5
Roy Durst
626 East Slifer Street
P.O. Box 564
Portage 53901
(608) 742-8811

CESA #6
Dwayne Schmaltz
P.O. Box 2568
Oshkosh 54903
(414) 233-2372

CESA #7
John Brown
2280A South Broadway
Green Bay 53401
(414) 497-3755

CESA #8
John Wigman
Lake and Main
Gillett 54124
(414) 855-2114

CESA #9
LeRoy Merlak
P.O. Box 449
328 North 4th Street
Tomahawk 54487
(715) 453-2141

CESA #10
Gordon Clay
725 West Park Avenue
Chippewa Falls 54729
(715) 723-0341

CESA #11
Francis Peichel
P.O. Box 728
Cumberland 54829
(715) 822-4711

CESA #12
Ernest Korpela
502 West 2nd Street
Box 439
Ashland 54806
(715) 682-2316

Teacher Training Institutions/University of Wisconsin System

University of Wisconsin
Eau Claire 54701
Emily Hannah, Chancellor
School of Education
Rodney H. Johnson, Dean
(715) 836-3671

University of Wisconsin
Green Bay 54301-7001
Edward W. Weidner, Chancellor
Department of Education
James W. Busch, Chairman
(414) 465-2149

University of Wisconsin
LaCrosse 54601
Noel Richards, Chancellor
College of Education
Howard Rose, Dean
(608) 785-8122

University of Wisconsin
Madison 53706
Irving Shain, Chancellor
School of Education
John R. Palmer, Dean
(608) 262-1763

University of Wisconsin
Milwaukee 53201
Frank E. Horton, Chancellor
School of Education
Michael J. Stolee, Dean
(414) 963-4181

University of Wisconsin
Oshkosh 54901
Edward M. Penson, Chancellor
College of Education
Roger V. Bennett, Dean
(414) 424-3322

University of Wisconsin
Kenosha 53141
Alan E. Guskin, Chancellor
Division of Education
Dwayne Olsen, Chairman
(414) 553-2180

University of Wisconsin
Platteville 53818
William W. Chmurny, Chancellor
College of Education
James Stoltenberg, Dean
(608) 342-1131

University of Wisconsin
River Falls 54022
George Field, Chancellor
College of Education
Daniel Brown, Dean
(715) 425-3774

University of Wisconsin
Stevens Point 54481
Phillip Marshall, Chancellor
School of Education
Russell Oliver, Dean
(715) 346-2040

University of Wisconsin-Stout
Menomonie 54751
Robert Swanson, Chancellor
School of Education
David Sabatino, Dean
(715) 232-2688

University of Wisconsin
Superior 54880
Karl Meyer, Chancellor
College of Education
Robert Krey, Dean
(715) 394-8140

University of Wisconsin
Whitewater 53190
James R. Connor, Chancellor
College of Education
Lewis Stoneking, Dean
(414) 472-1101

Teacher Training Institutions/Private Colleges and Universities

Alverno College
Sister Joel Read, President
3401 South 39th Street
Milwaukee 53215
(414) 647-3999

Beloit College
Roger H. Hull, President
College Street
Beloit 53511
(608) 365-3391

Carthage College
Erno J. Dahl, President
Kenosha 53141
(414) 551-8501

Concordia College
R. John Buuck, President
12800 North Lake Shore Drive 9W
Mequon 53092
(414) 243-5700

Edgewood College
Sister Mary Ewens, O.P., President
855 Woodrow Street
Madison 53711
(608) 257-4861

Lakeland College
Richard E. Hill, President
Box 359
Sheboygan 53081
(414) 565-2111

Lawrence University
Richard Warch, President
Box 599
Appleton 54912
(414) 735-6526

Marian College
Leo Krzywkowski, President
45 South National Avenue
Fond du Lac, 54935
(414) 923-7617

Marquette University
Reverend John P. Raynor, S.J., President
Milwaukee 53233
(414) 224-7223

Cardinal Stritch College
Sister M. Camille Kliebhan, O.S.F., President
6801 North Yates Road
Milwaukee 53217
(414) 352-5400

Carroll College
Robert V. Cramer, President
100 North East Avenue
Waukesha 53186
(414) 547-1211

Mount Mary College
Sister Ellen Lorenz, President
2900 North Menomonee River Parkway
Milwaukee 53222-4597
(414) 258-4810

Mount Senario College
Robert Powless, President
College Avenue W
Ladysmith 54848
(715) 532-5511

Northland College
Malcolm McLean, President
1411 Ellis Avenue
Ashland 54806
(715) 682-4531

Ripon College
Bernard S. Adams, President
P.O. Box 248
Ripon 54971
(414) 748-8106

St. Norbert College
Thomas Manion, President
DePere 54115
(414) 337-3165

Silver Lake College
Sister Anne Kennedy, O.S.F., President
2406 South Alverno Road
Manitowoc 54220
(414) 684-6691

Viterbo College
Robert E. Gibbons, President
815 South Ninth Street
LaCrosse 54601
(608) 784-0040

Department of Public Instruction
Consultants

M. Elaine Anderson, Supervisor
Microcomputers and Instructional Technology
(608) 266-3856

William H. Ashmore, Consultant
State Facilitator Project
(608) 267-9179

Eunice Bethke, Chief
Curriculum Development Section
(608) 266-9897

Chet Bradley, Supervisor, Health Education, Human Growth and Development Program
(608) 266-7032

Ben Brewer, Supervisor, Reading Competency-Based Testing
(608) 267-9288

Donald Chambers, Supervisor
Mathematics Education
(608) 266-7712

Doris M. Cook, Supervisor
Reading Education
(608) 267-9268

Kenneth W. Dowling, Supervisor
Science Education
(608) 266-3319

David C. Engleson, Supervisor
Environmental and Energy Education
(608) 267-9266

Carolyn Folke, Director
Library/Microcomputer Center
(608) 266-2529

Frank M. Grittner, Supervisor
Second Language Education
(608) 266-3079

H. Michael Hartoonian, Supervisor
Social Studies Education
(608) 267-9273

Gordon O. Jensen, Supervisor
Physical Education
(608) 266-3615

Ellen Last, Supervisor, English and Communication Arts Education
(608) 267-9265

James Moser, Supervisor, Mathematics Competency-Based Testing
(608) 267-9170

Melvin Pontious, Supervisor
Music Education
(608) 267-9265

Martin Rayala, Supervisor
Art Education
(608) 267-7461

Steve Sandstrom, Director
Science World
(608) 267-9270

Elizabeth VanderSchaaf, Supervisor
English/Language Arts Competency-Based Testing
(608) 267-7462

Appendix B

Allocated Instructional Time

Although the length of the school year in most U.S. school districts is 180 days, ...the amount of time actually devoted to instruction equals about 115 days, and students are actively engaged in learning for the equivalent of 81 days. In other words, we lose 55% of the time we allocate for learning in our elementary and secondary schools.
Phi Delta Kappan, *March 1984.*

Introduction

Time has long been recognized as important for learning. Numerous studies have found a direct relationship between achievement and active learning time. This connection is not as simple as it may seem, however, because the time needed for mastery will vary according to the subject, learner, method of instruction and other factors. Nevertheless, it is perhaps logical to assume generally that the more time students spend in active learning, the more they will learn.

Academic Engaged Time

Academic Engaged Time (AET) refers to time devoted to instruction and learning (Brookover). The amount of AET is primarily determined by the teacher within the boundaries of scheduling constraints. AET involves three time factors.

- Time allocated for instruction (allocated time)
- Time actually spent on instruction (instructional time)
- Time the student is actively engaged in learning (time on task)

Frequently, time on task is considerably less than allocated time. Within the constraints of allocated time, teachers can plan their classroom activities to increase actual instructional time and time on task. However, as with all efforts at school improvement, schoolwide planning and the cooperation of all involved are required.

Those interested in further investigating learning time in general are referred to *Creating Effective Schools* (Brookover) and *Time to Learn* (Denham and Lieberman). Both emphasize that, just as teachers should be encouraged to adopt more effective classroom practices, students should be taught study methods and learning procedures that will help them *learn how to learn*. It is therefore essential that students receive instruction and guidance in skills like note taking and test taking, organizing the summarizing information, and identifying, locating, and using the many learning resources available.

The following chart presents minimum allocated instructional time recommendations for various subject areas in grades K-6. They were arrived at after study of information from various sources, including actual practice, advisory committee discussion, survey data, and recommendations from professional organizations and DPI education consultants. These time allocations are not requirements, and the listing by grade and subject area should not discourage districts from offering courses of instruction in an integrated and correlated manner. The chart simply suggests minimum instructional time allocations, recognizing that school districts must plan their own modifications in order to meet the needs of their students.

Brookover, W.B., et. al., *Creating Effective Schools.* Holmes Beach, FL: Learning Publications, 1982.
Denham, Carolyn and Ann Lieberman (ed.). *Time to Learn.* Washington, D.C.: The National Institute of Education, U.S. Department of Education, May, 1980.

Minimum Allocated Instructional Time: Recommended by the Wisconsin Department of Public Instruction*

Grades K-6: minutes per week for a six-hour instructional day

Grade Level	K**	1	2	3	4	5	6
Reading/English Language Arts***	30%	700	700	600	600	500	425
Mathematics	10%	250	250	250	250	250	250
Social Studies	10%	125	150	175	200	225	250
Science	10%	100	100	150	150	175	250
Health	10%	75	75	100	100	125	125
Physical Education	10%	150	150	150	150	150	150
Art	10%	90	90	90	90	90	90
Music	10%	75	75	75	75	75	75
Foreign Language	---	---	---	---	---	100	100
Environmental Education****	****	****	****	****	****	****	****
Total Allocated Instructional Minutes		1565	1590	1590	1615	1690	1715

* While there is a recommended allocated instructional time for each subject, educators are encouraged to integrate subjects within the curriculum whenever possible.

** Up to one-third of each day in the kindergarten schedule may be reserved for students' self-selected instructional activities. The allocated instructional time recommendations presented in column K apply only to the portion of the schedule planned for teacher-directed activities. The time allocations for kindergarten are expressed in percentages to facilitate planning for various kindergarten schedules.

*** Instruction specifically designed to strengthen reading and writing abilities should be integrated with other disciplines, e.g., health, science, and social studies. For further discussion of the recommendations, see *A Guide to Curriculum Planning in Reading* and *A Guide to Curriculum Planning in English Language Arts*.

**** Environmental topics should be infused into instructional units in all subjects, with the greatest emphasis in health, science, and social studies. A significant amount of time should be devoted to such topics. For a further discussion of this recommendation, see *A Guide to Curriculum Planning in Environmental Education*.

Appendix C

Teaching about Controversial Issues

The following are policy statements adopted by the Connecticut State Board of Education. They are offered here as examples for curriculum planning committees or other district personnel interested in developing such statements.

Controversial Issues

Learning to deal with controversial issues is one of the basic competencies all students should acquire. Controversial issues are those problems, subjects, or questions about which there are significant differences of opinion based for the most part on the differences in the values people bring to the appraisal of the facts or the issues.

Controversy is inherent in the democratic way of life. The study and discussion of controversial issues is essential to the education for citizenship in a free society. Students can become informed individuals only through the process of examining evidence, facts, and differing viewpoints, by exercising freedom of thought and moral choice, and by making responsible decisions. The perpetuation of the fundamental principles of our society requires the guarantee that there be opportunity for students to read, to gather information, to speak and to hear alternative viewpoints, and to reach honest judgments according to their individual ability.

In order for students to learn these competencies, teachers must be free to help students to identify and evaluate relevant information, to learn the techniques of critical analysis, and to make independent judgments. They must reinforce the students' right to present and support their conclusions before persons who have opposing points of view. Teachers should also endeavor to develop a flexibility of viewpoint in students so that they are able to recognize the need for continuous and objective reexamination of issues in the light of changing conditions in society and as new and significant evidence becomes available to support a change in point of view. Further, teachers should direct the attention of learners, at the appropriate levels of maturity, to significant issues and promote a lively exchange of ideas about them. Although teachers have the right to express their own viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

Academic Freedom and Public Education

Academic freedom is the freedom to teach and to learn. In defending the freedom to teach and to learn, we affirm the democratic process itself. American public education is the source of much that is essential to our democratic heritage. No other single institution has so significantly sustained our national diversity, nor helped voice our shared hopes for an open and tolerant society. Academic freedom is among the strengths of American public education. Attempts to deny the freedom to teach and to learn are, therefore, incompatible with the goals of excellence and equity in the life of our public schools.

With freedom comes responsibility. With rights come obligations. Accordingly, academic freedom in our public schools is subject to certain limitations. Therefore, the State Board of Education affirms that:

Academic freedom in our public schools is properly defined within the context of law and the constraints of mutual respect among individuals. Public schools represent a public trust. They exist to prepare our children to become partners in a society of self-governing citizens. Therefore, access to ideas and opportunities to consider the broad range of questions and experiences which constitute the proper preparation for a life of responsible citizenship must not be defined by the interests of any single viewpoint. Teachers, school administrators, librarians, and school media specialists must be free to select instructional and research materials appropriate to the maturity level of their students. This freedom is itself subject to the reasonable restrictions mandated by law to school officials and administrators. At the same time, local school officials must demonstrate substantial or legitimate public interest in order to justify censorship or other proposed restrictions upon teaching and learning. Similarly, local boards of education cannot establish criteria for the selection of library books based solely on the personal, social or political beliefs of school board members. While students must be free to voice their opinions in the context of a free inquiry after truth and respect for their fellow students and school personnel, student expression which threatens to interfere substantially with the school's function is not warranted by academic freedom. Students must be mindful that their rights are neither absolute nor unlimited. Part of responsible citizenship is coming to accept the consequences of the freedoms to which one is entitled by law and tradition. Similarly, parents have the right to affect their own children's education, but this right must be balanced against the right other parent's children have to a suitable range of educational experiences. Throughout, the tenets of academic freedom seek to encourage a spirit of reasoned community participation in the life and practices of our public schools.

Since teaching and learning are among the missions of our public schools, the State Board of Education affirms the distinction between teaching and indoctrination. Schools should teach students how to think, not what to think. To study an idea is not necessarily to endorse an idea.

Public school classrooms are forums for inquiry, not arenas for the promulgation of particular viewpoints. While communities have the right to exercise supervision over their own public school practices and programs, their participation in the educational life of their schools should respect the constitutional and intellectual rights guaranteed school personnel and students by American law and tradition.

Accordingly, the State Board of Education, in order to encourage improved educational practices, recommends that local school boards adopt policies and procedures to receive, review, and take action upon requests that question public school practices and programs. Community members should be encouraged, and made aware of their rights, to voice their opinions about school practices and programs in an appropriate administrative forum. The State Board of Education further recommends that local school boards take steps to encourage informed community participation in the shared work of sustaining and improving our public schools.

Finally, the State Board of Education affirms that community members and school personnel should acknowledge together that the purpose of public education is the pursuit of knowledge and the preparation of our children for responsible citizenship in a society that respects differences and shared freedom.

Appendix D

Censorship and Professional Guidelines*

Statement

Teachers must make daily decisions about materials and methods of instruction, choosing from increasingly broad and varied alternatives in order to serve students who are themselves increasingly diverse. Guidelines help teachers to make those decisions. In preparing guidelines, teachers must distinguish carefully between censorship and guidelines.

Distinctions between Censorship and Professional Guidelines

Censorship and guidelines sometimes appear similar because both involve selection from myriad alternatives. However, censorship and professional guidelines may be distinguished one from the other. Whereas the goal of censorship is to remove, eliminate, or bar particular materials and methods, the goal of professional guidelines is to provide criteria for selection of materials and methods.

Censorship Distinguished from Professional Guidelines

Examples of Censorship	Examples of Professional Guidelines
1. **Exclude Specific Materials or Methods** *Example:* Eliminate books with unhappy endings. Eliminate social-realist art works showing unsightly aspects of society. Eliminate books which discuss human sexuality. Eliminate materials which use a method of comparative social or cultural analysis.	1. **Include Specific Materials or Methods** *Example:* Include some books with unhappy endings. Include social-realist art works to give a varied view of life. Include books which have validity, authority, and integrity on the subject of sexuality. Include many methods of social and cultural analysis.
2. **Are Essentially Negative** *Example:* Review your classroom library and materials and eliminate books or graphic representations that include stereotypes.	2. **Are Essentially Affirmative** *Example:* Review your classroom library and materials. If necessary, add books that portray groups in non-stereotypical ways. Also add books, materials, and artworks by women, blacks, native Americans, and other underrepresented groups.
3. **Intend to Control** *Example:* Do not accept *policeman*. Insist that students say and write *police officer*.	3. **Intend to Advise** *Example:* Encourage such nonlimiting alternatives for *policeman* as *police officer, officer of the law*.

*Adapted from the "Statement of Censorship and Professional Guidelines" of the National Council of Teachers of English.

Examples of Censorship	Examples of Professional Guidelines
4. Seek to Indoctrinate, to Limit Access to Ideas and Information *Example:* Drug abuse is a menace to students. Eliminate all materials that portray drug abuse. The theory of evolution is controversial and alien to fundamentalist Christians. Eliminate or downplay material on evolution.	**4. Seek to Educate, to Increase Access to Ideas and Information** *Example:* Include at appropriate grade levels materials that will help students understand the personal and social consequences of drug abuse. Include at appropriate grade levels materials that will enable students to understand the nature of a scientific theory and of theories related to the origins and development of life.
5. Look at Parts of a Work in Isolation *Example:* Remove this book. The language includes profanity. Remove this painting. It includes nudity. Remove these materials. They contain only one perspective on an issue.	**5. See the Relationship of Parts to Each Other and to a Work as a Whole** *Example:* Determine whether the profanity is integral to portrayal of character and development of theme in the book. Determine whether materials, taken together, provide a balanced presentation.

Practical Suggestions for Writing Professional Guidelines

Although the primary concern is the distinction between censorial and advisory statements, other matters must be considered in the actual writing of guidelines. Writers need to keep the following points in mind.

- Respect the role of the teacher as a professional with broad knowledge in his or her field.
- Identify clearly the events and concerns that led to development of the particular set of guidelines.

The following information might help the teacher in one school setting (rural, independent, suburban or urban) to understand the usefulness of guidelines developed elsewhere.

- Specify the professional objectives the guidelines are expected to reach.
- Write in plain English, providing clear, current definitions of professional terms as needed.
- Respect the concerns and convictions of both external critics and professional colleagues who have opposing ideas about either principles or practices.

Guidelines are abstractions, and honest differences of opinion will exist about translating abstractions into concrete teaching and selection of materials.

- Build in procedures for review and revision.

Guidelines should make clear the date of adoption and the sponsoring group(s) and should provide for periodic review and revision. The teaching community is committed to continued research and study and to the dissemination of insights that prove to be valid and useful.

Appendix E

Educational Freedom and the Public Schools

In a democratic society, the people must be free to seek information, debate issues, reach independent judgments, and express their values and ideas. While the Bill of Rights guarantees these necessary freedoms, no law can directly foster the competencies of free thought and action. Only education can fill that need.

One of the major responsibilities of the public schools in a democracy, therefore, is to provide opportunities for students to develop and practice critical thinking skills. Among these skills are

- the ability to gather information, both written and oral;
- the abilities to express and listen to diverse viewpoints;
- the ability to reach fair and reasonable judgments;
- the ability to express personal and aesthetic values and ideas.

In order for students to develop these abilities, many people must play their roles.

Teachers must

- provide appropriate and balanced information and ideas;
- provide guidance to students as they seek learning resources;
- teach analysis, synthesis, evaluation, and application skills;
- provide opportunities for thought, discussion, and expression;
- foster independent thinking.

Teachers, librarians, and school officials must

- be free to select materials appropriate to the varied abilities of their students and to the curricula of the schools;
- encourage students to identify appropriate and varied sources of knowledge.

Parents must

- take an active interest in the learning of their children,
- balance concerns for their own children's education with respect for the rights of other parents' children to have an appropriate range of experiences.

Students must

- be free to inquire and to express their judgments;
- be free to express themselves intellectually, aesthetically, and emotionally;
- learn to respect views that differ from their own;
- be aware of the responsibilities as well as the rights of citizenship.

Public classrooms are forums for ideas and inquiry and for artistic and intellectual expression. They must be free of pressures to accept single-minded orthodoxy.

Library Media Specialists and Curriculum Planning

The curriculum development process and the daily instructional process can be enhanced through the library media programs and the professionals who lead them. The library media specialist, in partnership with classroom teachers and other instructional leaders, represents a school resource which has special expertise in:

- integration of library media skills in the curriculum;
- selection and acquisition of materials found in school building collections and elsewhere for use by administrators, teachers, and students.

Curriculum Development Process

Curriculum Council. The person who coordinates the district's library media services might well be included on the district's curriculum council. The library media director is the most knowledgeable person in the district about library media programs and materials, library media long–range planning, media–related district policies regarding materials selection and copyright, and recent developments in instructional technology. It is estimated that instructional materials structure between 90–95 percent of classroom teaching/learning experiences. This knowledge, plus the fact that all basic learning theories recognize the different ways and rates of learning in children. Illustrates that the focus of the district library media director on material and equipment resources and its usefulness in the curriculum can provide a valuable perspective which complements that of other educators serving on the Curriculum Council.

Subject Area Curriculum Development Committee. Wherever possible, library media specialists should be included in subject-area curriculum development committees. Library media specialists bring to curriculum committees

- A special knowledge of material resources. Library media specialists can secure existing curriculum guides for review by the committee through data base searching and other avenues. They are aware of a wealth of professional reviewing resources for print and audiovisual materials for use in instruction. They have a broad knowledge of and special training in selecting those materials which accurately depict the cultural diversity and pluralistic nature of American society. They have expertise in the technical evaluation of materials. They have experience securing materials through interlibrary loan from outside the district.
- A unique perspective. Library media specialists work in an environment that is unlike the classroom. They work with all students and teachers in a given building and have a sense what students throughout the grades are interested in and how they respond to various materials. They are trained to understand technology and apply it in ways useful to instruction.

Daily Instructional Process

In partnership with every classroom teacher, the library media specialist works toward the natural integration of library media materials, services, and skills in daily teaching and learning activities. Without doubt, library media skills are best learned when students see their relevance in their own information needs, when they are

prepared for the skills instruction by their teachers, and when the learning is followed by assignments that apply principles they have learned. Teamwork in planning and teaching is the key to a successful library media skills instruction program.

Good planning and communication between the library media specialists and the classroom teacher should result in

- identifying the best materials in the schools collection, in other schools and libraries in the district, and outside the district;
- purchasing additional library media materials which best meet instructional objectives;
- designing and producing instructional materials for specific learning applications;
- removing materials which are inaccurate, out of date, or no longer appropriate to the curriculum.

For technical assistance and more information about the role of library media specialists in the curriculum, contact:

Dianne McAfee Hopkins, Director
Bureau for Instructional Media and Technology
(608) 266-1965

Richard J. Sorenson, Supervisor
Instructional Media Programs
(608) 266-1924

M. Elaine Anderson, Supervisor
Microcomputers and Instructional Technology
(608) 266-3856

Ralph Whiting, Supervisor
Telecommunications
(608) 266-3945

Practical Principles in the Effective Use of Print Materials

The following is excerpted from A Guide to Curriculum Planning in Health Education. *It originally appeared in* Mental Health Education: Principles in the Effective Use of Materials *by Nina Ridenour (New York, 1969). Included here are those principles and criteria which are useful for evaluating materials in any subject area.*

The purpose of this discussion is not to specify what materials to use, and still less to spell out how to run a program, but to set forth certain principles in the selection and use of materials likely to increase their effectiveness.

One might think that the importance of using good materials would be self-evident. But it is not. If it were, surely so much poor stuff would not be floating around.

Selection of sound and appropriate materials requires thoughtful planning. The effectiveness of education-for-health is enhanced in direct relation to the sensitive, knowledgeable, and creative use of materials.

Assessing the Content

In practice the effective use of materials can be guided by a simple concept: "Good of its kind," supported by five basic criteria.

The Concept

"Good of its kind" is the concept of trying to judge the item, whatever it is, *in terms of the purpose it is intended to serve.* This allows wide flexibility and yet implies some standard of excellence, comparable to judging a work of art for itself. It serves as a framework for your own value judgments. You may suddenly see—become sensitive to—a new potential in an item, perhaps a new program angle you had not thought of before. Or if you conclude that the item is not "good of its kind," you may feel spurred to look further and try to find something that is up to your standards, instead of being willing to accept something inferior because it is the only thing you happen to know about at the moment. In applying the "good of its kind" concept it is helpful to consider basic criteria which combine objective measures and subjective opinion. Here are five basic qualities to look for when assessing educational materials:

- Substance
- Validity
- Balance
- Authority
- Integrity

If any item has these five qualities, it is *probably* a pretty good piece of material. If it lacks any one of these to any marked degree, then it may be wise to take another look, although you may have special reasons for using it despite its deficiencies.

Substance. To satisfy the criterion of *substance*, the item *must say something*. More than that, the item must *show evidence of being derived from an organized body of knowledge*.... Ask yourself: Is this something just anybody could have written off the top of his or her head? Or does it reflect a sound background of knowledge?

Furthermore, the material can be ever so *popular* in style, but *it must not be superficial*. Sound, even profound, ideas can be dressed up in professional jargon. Popular means *for the people*. Superficial means lacking in depth.

Validity. The second criterion is *validity*—and the derivation of the word is relevant here. It comes from words meaning *to be strong, to be of worth* and according to the dictionary means something founded on truth or fact, capable of being supported or justified or defended. As used here, it means that the information is *capable of being supported or justified* in the opinion of trained and experienced persons. Another way of saying this is that the item *must be sound as our present state of knowledge* permits. This implies, further, that it must not contain any outright inaccuracies or distortions.

Common distorting qualities can be divided into several categories:

- misrepresentations, including out-and-out errors of fact;
- oversimplification both in advice-giving and in the interpretation of ideas;
- attributing an effect to the wrong cause or jumping at conclusions on insufficient evidence.

Balance is best described in terms of its opposite, imbalance. This means any excess, any extreme, any exaggeration, incomplete thought, half-truth, or significant omission, any statement that should be qualified and is not.

When dealing with complex ideas, there are many times when flat statements are not permissible, when you positively must qualify: *"Some people do so and so," "Sometimes* this or that . . .," "In *some* circumstances . . .," "It *may* be . . . ." The dramatic writers hate these words. They call them "weasel words" and it is true they do tend to make writing ponderous. But better a little dullness than sweeping or inaccurate generalizations that cannot be supported and for that matter might very well cause harm.

Authority. The *authority* behind a piece of material is a sort of negative safeguard. Good authority does not assure a good piece of material, and at times it happens that very bad materials are turned out under very good auspices and by able authorities. But good authority increases the likelihood that a piece of material is good. If the item shows no evidence of any kind of authority behind it, then be suspicious. That does not mean it is bad. Nor does it mean don't use it. But do inspect it carefully.

Some of the details it is a good idea to look for when questioning authority are: Who is the author? What is his or her training or specialization? Are any degrees indicated—M.D., Ph.D., M.P.H., R.N.? Is there an organization behind the item? Is it an organization qualified in the field under discussion? What is the evidence of authority?

Integrity is the most controversial and the hardest of the criteria to talk about. Integrity as used here means that the motivation behind a piece is what it purports to be; that there is no motive antithetical to sound principles of mental health or education.

The most frequent of the ulterior motives is publicity, by itself a completely legitimate motive, an entirely proper reason for producing certain types of material. We have to have things written specifically for publicity, for promotion, for fund raising; things that interpret facts, ideas, concepts to the public; things that interpret the work of agencies,

institutions, and organizations. But an awful lot of confusion has arisen between education on the one side and public relations on the other. Most of the confusion comes about because the two fields are like two intersecting circles that have a certain area in common while each circle has an area it does not share with the other....

Educational materials must maintain integrity. No extraneous motive such as the desire for publicity or wide distribution must be allowed to usurp the educational standards of honesty, accuracy, soundness. When goals conflict, and the true motivation for a piece is other than it purports, look out for subtle and insidious implications.

Assessing the Presentation

The way something is presented—"how you say it"—should be shaped at least in part by the "to whom." Who is the audience you are speaking to? Again and again the literature of the field sounds as if the writer had completely forgotten the audience for whom the material is intended. This might be called "The Case of the Forgotten Audience."

If the writer is not thinking about his readers, what then is he thinking about? Sometimes you can tell that he is concentrating exclusively on what *he* wishes to say, regardless of who is likely to read it. In other words he is writing—not to teach—but to express himself. This may be a good way to produce a work of art—poetry, essays, creative writing—but can it be depended upon to produce good educational material? I would say: only occasionally.

Sometimes the writer is not overly concerned with self-expression but totally absorbed in his subject—call it *subject orientation*. The result is that he will probably include a lot of extraneous material not appropriate for his readership, much of which could be omitted to advantage.

And then sometimes you can tell that the writer is thinking only of his peers. He talks in language *only* they could be expected to understand, with the result that the *only* people who can understand it are those who could have written it in the first place. Of course each of these three orientations has its place: self-expression in creative writing; subject orientation in an encyclopedia article or textbook; peer-orientation in a professional journal. But any one of these when carried to extremes is likely to interfere with the effectiveness of the material as an educational tool.

There are three additional criteria to keep in mind in order to keep the materials oriented to the audience:

- definition of audience
- appropriateness
- internal consistency

Definition of Audience. *Who* is the audience? To *whom* are you speaking? Is the audience defined—not necessarily in words—but by implication?

The effectiveness of education, for example, is enhanced when it is directed to *homogeneous, highly motivated groups*....

In general, anything that is outstandingly good for a restricted audience invariably finds a variety of uses and ends up by reaching a larger audience than anticipated.

Appropriateness. Examples of inappropriateness occur when the writer tosses in irrelevancies, derogates an entire category of people, such as teachers or physicians or psychologists or parents. Still other types of inappropriateness are cynicism tossed in gratuitously and, obviously, bad jokes about the audience.

That brings us to the question of satire. Does satire have a place in... education? With an occasional rare exception it does not. The genius of satire lies in the way it often illumines human foibles with profound insight. It *can* be free of rancor and hostility. But it rarely is! And that is my main point. Ordinarily, one does not have to analyze satire very carefully to recognize the undercurrent of cynicism and hostility. It masquerades as humor. People may laugh, but notice how often the laugh is self-conscious, apologetic, embarrassed. They are not laughing because they feel gay or relieved or entertained. They are laughing because a point has struck home and they wish to cover up their true feelings. As a device, satire more often than not, tends to make people feel uncomfortable, ill at ease, self-conscious, less adequate, less whole, less accepting. Is *that* the goal of... education?

Internal Consistency. Materials should not be addressed to mutually exclusive levels of understanding. If in the same publication you include both very simple and very complex or technical information, you may find that the part of your material that is simple enough for one audience is too simple for the other and vice versa. Thus you fall between two stools. You are either talking down to part of your audience or talking over the heads of the other part.

Assessing the Quality of Writing

Frequently communication failure can be traced to poor writing. With respect to the quality of writing the criteria that can be applied are:

Clarity. Among the faults interfering with clarity are jargon, bad syntax, bad structure, ponderousness, unnecessary technicalities, and the like.

Jargon, in particular, is an offender against clarity. Jargon, meaning the technical or secret vocabulary of a science, along with a couple of its less polite synonyms, lingo and gibberish, is among the worst faults of professional writing. It has a way of quickly finding its way into popular writing as well.

Tone. It is curious how often a vaguely disagreeable note creeps into health and mental health writing. The substance and the content may be good but the tone is just plain unpleasant. Such a tone creeps into a lot of writing for parents, especially in the form of *blaming*, or when the writer is obviously *taking sides*—parents versus children.

Other points to be mentioned about tone are talking down to the audience and humor at the expense of the audience. If humor is not light, then skip it. And the same thing goes for trying to be *cute*, or any other striving for effect. If you have to reach for it, don't.

Organization. Material can, of course, be over-organized: "My first point... My second point... My third point..." When overdone this leads to heavy reading. But on the whole far more errors are committed by insufficient or careless organization than by over-organization.

Does the material get into the subject quickly? How many readers do you suppose are lost by long meandering introductions? Then if on top of an introduction you add a preface and a foreword and a string of acknowledgments—good-bye reader.

Assessing the Medium and Format

The written word and the spoken word are two different media—a point that seems to be forgotten all too often, especially in this day of electronic communication. When one is transposed verbatim to the other, something is lost and there are few exceptions. Much regrettable waste of money and energy is to be found in verbatim reports of meetings and discussions. You have a meeting, you set up a tape recorder or hire a stenotypist if your budget permits, you get a transcription, somebody does a bit of touch-up editing, and off it goes to the printer. That is the easy way, and rarely worth the paper it is written on. *You cannot embalm the flavor of a discussion that way*, and you might as well not try.

With respect to format, a detail to be careful about is odd sizes and shapes. If something comes in that is so large or so queer a shape that it will not go into a standard file drawer and will not fit on a standard bookshelf, then it belongs in the round file—the wastebasket. Sometimes the excessively small things are a nuisance too. Also be careful about things that are too gimmicky, or try too hard to be *arty* (in contradistinction to artistic).

Leaflets with complex folds can be a nuisance, as confusing as refolding a road map. Also, since in our culture we read from left to right, it seems a good idea to stick to that, even in publicity pieces. Another good idea is to have the front cover on the front and not on the back.

The *right* print material can be an important program aid. When content is accurate and presentation a balanced one in harmony with the characteristics of the intended audience, printed material can serve a variety of purposes. For example it can introduce new ideas, correct information, and reinforce information provided verbally. Therefore, time invested in the review and selection process utilizing a range of criteria is time well spent because the decisions made and judgments reached influence both program outcome and budgetary outlay.

Although all of the material that appears in this volume has been reviewed and selected based on the concept *good of its kind* and the criteria discussed here, one task remains. That is for the definitive user to *fine tune* the selection to match as precisely as possible available materials with specific program objectives and target group needs.

A Checklist for Evaluating a School Program*

This checklist is a sample to be adapted for various subject areas as appropriate.

Key: A = Completely
B = Somewhat
C = Not at all

Criteria	A	B	C	Recommended Action
A. Policy and Curriculum The district has a planned _____ education program with identified goals, objectives, and scope and sequence of instruction for each grade level K-12 (consistent with the current state curriculum guidelines.)				
1. A written statement of the district's policy regarding the _____ education program is available.				
a. The _____ education curriculum is up to date.				
b. The _____ education curriculum includes a philosophy statement about _____ education, grade-level objectives, and scope and sequence of content.				
3. Responsibilities are defined for all persons involved in the _____ education program (principals, teachers, learning resource teachers, and others).				
B. Staff The district has assigned personnel to provide leadership for the implementation and maintenance of a comprehensive _____ education program and has provided the necessary resources.				
1. A person at the district level has been named _____ education coordinator with delegated responsibility for providing leadership for the district's _____ education program.				
a. The designated _____ education coordinator is provided with time and district support to carry out duties.				
2. The person with leadership responsibility has interest and professional preparation in _____ education.				

*This checklist is adapted from: *Criteria for Evaluating the School Health Education Program.* Sacramento, CA: California State Department of Education, 1977.

Key: A = Completely
B = Somewhat
C = Not at all

Criteria	A	B	C	Recommended Action
3. The person with leadership responsibility coordinates school _____ education activities with community _____ activities, working with representatives of official and volunteer _____ agencies, professional _____ associations, and other groups concerned with _____ education.				
4. The district provides the resources (funding, personnel, materials) necessary to operate the _____ education program.				
C. Community Input and Resources _____ education programs are coordinated with community _____ programs. Representatives of public and private agencies and organizations, as well as students and parents, are involved in the planning and/or implementation of the program.				
1. An active school/community _____ education advisory group is involved in planning, implementing, and/or evaluating the school _____ education program.				
2. Students are involved in planning, implementing, and/or evaluating the school _____ education program.				
3. Parents are involved in planning, implementing, and/or evaluating the school _____ education program.				
4. A guide or directory is available and includes information about community and district resources which support _____ education.				
5. Community and district resources are screened and evaluated for possible use for inservice training programs in _____ education.				
6. Teachers are aware of _____ counseling and _____ service resources provided by the district and the community.				
7. The community is utilized as a laboratory for student experiences in health education.				

Key: A = Ccompletely
B = Somewhat
C = Not at all

Criteria	A	B	C	Recommended Action
D. Staff Qualifications and Inservice Persons who provide instruction in _____ education have had professional preparation in _____ education through preservice or inservice training.				
1. Opportunities for inservice training in _____ education are available to staff members, support staff, and others.				
2. Teachers are involved in the planning of the inservice training programs.				
3. Inservice training opportunities in _____ education receive emphasis comparable to that given to inservice training opportunities in other academic subject areas.				
4. Teachers at the elementary and secondary levels other than _____ instructors have had preservice or inservice preparation.				
5. Those teaching _____ courses in junior and senior high schools have a major, minor, and/or master's in _____ education.				
6. The district supports and provides _____ promotion activities for the staff.				
E. Instruction–Organization The educational experience of each student in the elementary school and in the secondary school includes identifiable _____ instruction.				
1. The philosophy, goals, and objectives for _____ instruction are consistent with those included in the current state _____ instruction guidelines.				
2. Objectives in terms of student knowledge, attitudes, and behavior related to _____ have been established at each grade level.				
3. Specific time is allocated for _____ instruction to achieve stated objectives.				

Key: A = Completely
B = Somewhat
C = Not at all

Criteria	A	B	C	Recommended Action
4. _____ instruction is integrated and correlated with other subject areas when such practice will achieve stated _____ education objectives.				
5. Credit equal to that given for instruction in other academic subjects is given for _____ instruction.				
6. At the elementary level, the _____ instruction program is coordinated within the total instructional program.				
7. Students at the junior high school level (except students excused) receive discrete _____ instruction for at least one semester or the equivalent.				
8. Students at the senior high school (9-12) level (except students excused) receive discrete _____ instruction as a graduation requirement for at least one semester, meeting daily or the equivalent.				
9. Students at the senior high school level have the opportunity to select an elective course in _____ education.				
F. Instruction–Activities/Methods _____ instruction focuses upon attitudes and problem solving as well as knowledge.				
1. A balance exists between attitude development and cognitive approaches to _____ education in the classroom.				
2. Instructional activities are planned and developed in such a way as to enable students to: a. grow in self-awareness; i.e., develop a positive sense of identity and self-esteem;				
b. develop skills for effective decision making;				
c. grow in coping skills; i.e., apply learnings in daily living.				

Key: A = Completely
B = Somewhat
C = Not at all

Criteria	A	B	C	Recommended Action
3. The following methods are used separately or in combination when appropriate. a. Problem solving				
b. Demonstration				
c. Laboratory experimentation				
d. Lecture-discussion				
e. Reading/writing projects				
f. Discussion – large and small group				
g. Student projects				
h. Research				
i. Community projects				
G. Instruction–Content The content of education is designed to serve current and future student needs.				
1. Content centers on _____				
2. The major content includes the following, and the degree of emphasis on each area is based on assessed needs of students. a. _____				
H. Materials–Resources Materials used in _____ education are current and accurate.				
1. Materials are up to date.				
2. Materials are accurate.				
3. Materials are selected for their contribution to meeting objectives of the _____ education program.				
4. Instruction is enriched by the use of materials available from official and volunteer _____ agencies and professional associations.				
5. Instruction is enriched by the use of current audiovisual materials, such as films, film-strips, models, charts, radio and TV programs and tape recordings.				

Key: A = Completely
B = Somewhat
C = Not at all

Criteria	A	B	C	Recommended Action
I. Evaluation A plan exists for evaluating the _____ education program.				
1. A planned program of evaluation will appraise the effectiveness of _____ education in terms of student growth in: a. knowledge related to _____,				
b. attitudes toward _____,				
c. present and future actions.				
2. The results of evaluations are used to continuously improve the _____ education programs.				

Note: For additional guidelines in program evaluation, contact:

School Evaluation Services
Education Building
University of Wisconsin-Madison
Madison, WI 53706

Subject Area Consultants
Wisconsin Department of Public Instruction
125 South Webster Street, P.O. Box 7841
Madison, Wisconsin 53707

Appendix I

Forms of Bias in Curricular Materials and the Classroom

The major influences on the academic achievement of children are curriculum content and materials, the learning environment, and the types of expectations, interactions, and behaviors to which students are subjected. Six of the prevalent forms of bias in curriculum materials*, environment, and interactions in the classroom** are described below.

Invisibility

Certain groups have been underrepresented in curricular materials. The significant omission of women and minority groups has become so prevalent as to imply that these groups are of less value and importance in American society. Girls have stayed quietly in the background while boys played the more active roles in the classroom.

Teachers interact far more frequently with boys—rewarding them for their academic work, punishing them, talking to them, questioning them—and, years later, teachers remember boys far more often than they do girls. Invisibility has been underscored by discussion topics, bulletin boards, and displays which frequently have omitted women and minority groups entirely.

Stereotyping

By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variety to be found among any group of individuals. Children who see themselves portrayed only in stereotypic ways may internalize these stereotypes and fail to develop their unique abilities, interests, and full potential.

Often teachers have assumed that the male half of the species shares one set of abilities, interests, values, and roles, and the female half a different set. These stereotyped expectations ignore individual differences, affect the teacher's behavior, and serve to limit the full development of male and female students. Teachers often reward boys for active, assertive, curious behavior, while rewarding girls for appreciative, dependable, and considerate behavior.

When these stereotyped teacher expectations are reinforced by stereotyped models, pictures, and other displays, many children learn to limit their careers and capabilities in order to fit these stereotyped roles.

* Developed/adapted from Sadker, Myra Pollack and David Miller Sadker. *Sex Equity Handbook for Schools.* New York: Longman, 1982.

** Compiled from McCune, Shirley and Martha Matthews, eds. *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.* Prepared for the Title IX Equity Workshops Project of the Council of Chief State School Officers by the Resource Center on Sex Roles in Education. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1978.

Imbalance/Selectivity

Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalance denies students knowledge of other possible interpretations. Selective presentation of materials in textbooks has often distorted reality and ignored complex and differing viewpoints. As a result, millions of students have been given little or no information about the contributions, struggles, and participation of women and minorities in American society.

This imbalance is also reflected in compensatory education programs. Special education has tended to alleviate learning problems which affect boys and ignore those which hamper girls. For example, there are special education programs for reading and emotional learning problems, but few for problems with spatial relationships and mathematics. By affecting the types of learning problems recognized and remedied, sex bias has worked to the disadvantage of females.

Unreality

Textbooks have frequently portrayed United States history and contemporary American life experience unrealistically. Controversial topics have been glossed over, and discussions of discrimination and prejudice have been avoided. Unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer the problems that plague American society.

In spite of the many reinforcements of sex bias to be found in the classroom, most teachers and teacher educators are unaware of them and of the roles they play in promoting educational inequality. To remedy inequalities, educators must become aware of their own patterns and attempt to provide response opportunities, offer feedback, and interact informally in ways that affirm the existence and value of all members of society.

Fragmentation/Isolation

By separating minority and women's issues from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream. By arbitrarily separating boys and girls in classroom procedures such as lining up, the formation of work groups, and the organization of recreational activities, teachers promote the fragmentation and artificial isolation of the sexes. Purposeless separation serves as a divisive influence and distracts from the goal of sexual equality.

When, in addition, the roles and contributions of women are represented in the physical environment of the classroom, on bulletin boards, and in other displays as separate or secondary, the impression given is that female experience is only a corallary to the mainstream of human existence.

Linguistic Bias

Curricular materials reflect the discriminatory nature of our language. Masculine terms and pronouns, ranging from *forefathers* to the generic *he*, have denied the participation of women in American society. Further, occupations are given masculine labels, such as *mailman*, that deny the legitimacy of women working in these fields. Imbalance of

word order and lack of parallel terms that refer to females and males are also forms of linguistic bias.

The same forms of language bias which emerge in instructional materials may also emerge in the language of the classroom. Sex-biased words such as *mankind* and *salesman*, and the constant reliance on the male pronoun *he* to refer to both males and females, are examples of sexist language patterns which belittle the role and importance of females. As in the other cases of bias, the physical displays in the room may also reflect sexist messages, in this case, biased language.

A "quick check" follows which can facilitate a cursory self-assessment and consideration of specific areas for improvement. More detailed resources, assessment materials, and inservice strategy suggestions are available. Educators are encouraged to assess their areas of responsibility, review materials for content and form, evaluate their environment, and become aware of their patterns of interaction with others.

Two sources of assistance with the planning of staff and curriculum development strategies are the Wisconsin Department of Public Instruction's Bureau for Equal Educational Opportunity and Bureau for Vocational Education.

For further information, resources, and assistance, contact the

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707

Barb Bitters, Vocational Equity Consultant
Bureau of Vocational Education
Division for Instructional Services
(608) 267-9252

Melissa Keyes, Sex Equity Consultant
Bureau for Equal Educational Opportunity
Division for Management and Budget
(608) 267-9157

Forms of Bias/Quick Check*

	Check Below				
	Always	Often	Sometimes	Never	N/A
Expectations. I have the same behavioral and achievement expectations and behavior for males as for females.	☐	☐	☐	☐	☐
Duties. I assign females and males to duties and responsibilities on the basis of ability rather than gender.	☐	☐	☐	☐	☐
Language. I use nonsexist language; for example, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	☐	☐	☐	☐	☐
Attitude. I take the idea of equality seriously; for example, I do not put down males or females or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
Environment. All bulletin boards and visual materials are nonsexist and nonracist, showing men and women in a variety of roles which reflect the many interests of both.	☐	☐	☐	☐	☐
Curriculum. I insure that school curriculum is non-sexist; for example, I plan for a curriculum	☐	☐	☐	☐	☐

a. that addresses the needs and interests of both girls and boys;
b. that recognizes the contributions of both sexes;
c. that provides for the equal treatment of both sexes in all subject areas; and
d. that helps boys and girls explore the wide range of roles and career options available to them.

Mark the continuum.

Basically sex fair	Need some improvement	Need much improvement

Consider your rating. List something specific you could do to help achieve sex equity in your area(s) of responsibility.

* Items adapted from surveys developed by E.I. Newcombe and published in *The Tredyffrin/Eastown Program Stage One Manual: Preparing for Change.* Washington, D.C.: Women's Educational Equity Act Program, U.S. Department of Education, 1979.

Appendix J

Checking Your Schools for Sexism

Hidden Curriculum Checklist

Almost Always Present				Almost Never Present	Un-known	Not Appli-cable	
1	2	3	4	5	U	NA	1. Competition between male and female students—for example spelling bees, lining up quickly, sports—is discouraged. Neither group is ever held up as an example for the other.
							2. Teachers have similar expectations for male and female students in the curriculum areas. a. Reading
							b. Math
							c. Science
							d. Athletics
							e. Cooking
							f. Other
							3. a. There are the same standards for males and females in regard to swearing.
							b. There are the same standards for males and females in regard to being fearful and crying.
							c. There are the same standards for males and females in regard to fighting, aggressiveness, and hitting.
							4. Punishment is fair and unbiased. a. It is the same for males and females for the same offenses.
							b. Contact with or proximity to the opposite sex is not considered punishment.
							5. The teacher discusses in class derogatory comments about or behaviors towards students of one sex by students of the other.
							6. Dress and appearance standards are the same for male and female students (for example boys and girls may wear their hair as they choose).
							7. Both male and female students are encouraged to consider a broad range of choices for adult life occupation a. by teachers,
							b. by counselors.
							8. The same tests for vocational education guidance are given to male and female students.
							9. Similar roles for and relations with male and female parents are maintained (for example, both mothers and fathers are invited to attend conferences, be room parents, attend PTA, go on field trips).
							10. a. Students who are pregnant are treated the same as other students.
							b. Students who have children are treated the same as other students.
							c. Students who are married are treated the same as other students.

Almost Always Present				Almost Never Present	Un-known	Not Appli-cable	
1	2	3	4	5	U	NA	11. All classroom and school jobs or honors are distributed evenly among male and female students. a. Patrol
							b. Guides
							c. Audio-visual attendants
							d. Other
							12. a. Leadership positions (for example, class and school officers) are evenly distributed among male and female students.
							b. If the positions to which students are elected are sex stereotyped, school personnel are attempting to change this.
							13. Extracurricular activities are free from sex stereotyping into traditional roles, for example, cheerleading,
							b. audio-visual club,
							c. debate team,
							d. chess club,
							e. extramural sports,
							f. others.
							14. a. Males and females may play on the same teams in all intramural and extramural sports except contact sports.
							b. There is the option for females to have their own teams in the contact sports with equal resources, such as coaching time, equipment, facilities, and money for travel.
							15. Female and male students have equal access to facilities. a. Playground
							b. Gym
							16. Teachers present good models to students in that they work and socialize at school in sex-integrated groups.
							17. Male and female teachers have the same extra responsibilities or jobs, such as hall or playground duty.
							18. There are nondiscriminating personnel policies and practices regarding a. pregnancy (one can use sick days and take a leave of absence);
							b. infant care (both mothers and fathers can take a leave of absence);
							c. marriage (it is not a consideration in hiring).
							19. a. There are fair, objective criteria for promotion.
							b. The district has an affirmative action policy for promotion if the numbers of males and females promoted in the past have not been representative of the numbers of males and females on the staff.

Appendix J

Checking Your Schools for Sexism

Overt Curriculum Checklist

Almost Always Present				Almost Never Present	Un-known	Not Appli-cable	
1	2	3	4	5	U	NA	1. Instructional materials show female and male main characters in literature with equal frequency.
							2. Instructional materials are free from stereotyped personality characteristics and activities. Girls are sometimes active, showing initiative, independent, solving problems, earning money, receiving recognition, being inventive, participating in sports; while boys are sometimes passive, fearful, helpless, receiving help, engaged in quiet play.
							3. Instructional materials reinforce nontraditional career patterns. For example both men and women share housework and child rearing, both are engaged in a variety of careers, men are shown in traditionally female occupations, women are shown in traditionally male occupations.
							4. a. Instructional materials recognize the contributions of women in many fields (for example, politics, science, law, social services, the arts, etc.).
							b. Women from many racial/ethnic groups are shown in instructional materials.
							5. Instructional materials are free from specific derogatory stereotyped sex roles (for example, the boy sissy, the Black dominant mother, the wicked stepmother, the tomboy who should and does turn "feminine").
							6. Instructional materials are realistic in that they show the nature and extent of sex discrimination in society as an explanation for differences in role and career choices and personal characteristics.
							7. Instructional materials emphasize present diverse standards of physical appearance for both men and women.
							8. Instructional materials use language free from sex bias. For example he/she is used instead of he, humans instead of men, ancestors instead of fore-fathers, letter carrier instead of mailman, chairperson instead of chairman.)
							9. When instructional materials contain sex bias, teachers compensate by introducing supplementary materials or by discussing the bias in the materials with students.
							10. There is a written policy for selecting bias-free instructional materials.
							11. Personnel responsible for the selection of instructional materials attempt to make bias-free decisions.
							12. a. All courses are open to males and females. No course carries the implication that it is specifically for one gender.
							b. Faculty attempt to encourage both male and female enrollment in courses which have been traditionally taken by students of only one gender.
							13. Special activities within courses are open to both males and females. (For example, both girls and boys are encouraged to cross-stitch and hammer.)
							14. a. Male and female students are grouped by ability, not by sex, for all activities including physical education, except in contact sports.
							b. Male and female students are grouped by ability, not by sex, for all activities including chorus.

Neutralizing Ethnocentric and Sexist Materials*

Skilled teachers can find many ways to neutralize ethnocentric and sexist materials in the classroom. Here are a few suggestions.

- Work out guidelines on ethnocentrism and sexism with the class, so that the students can evaluate the materials they use. This encourages students to think critically and analytically rather than accept every statement at face value.
- Hold class discussions of statements or situations in textbooks. Are they realistic? Why or why not?
- Collect nonsexist supplementary materials from periodicals, newspapers, library books, paperbacks, government agencies, private foundations, museums. Use such media as photographs, records, tapes, works of art, films, and videotapes.
- Set aside a time for children's presentations on "Blacks in the News," "Women in the News," "Latinos in the News," and so on.
- Ask students to fill in the information missing from history or social studies texts. Reproduce the materials they create.
- Discuss desirable and undesirable *human* characteristics.
- Ask the class to gather statistics on the occurrence of various family structures—and on mothers' employment outside the home—in the nation or in the community. Compare these with occurrence of these family structures in readers, anthologies, library books.
- Ask students to compose descriptions or make collages on the ideal woman and ideal man as presented in communications media, or on the typical woman and typical man. Discuss whether it's desirable to be like any of these images. Give reasons.
- Ask history or economics students to examine how the social conditions of ethnic groups and/or women in any given time and place affect their entry into the labor market.
- Ask students to analyze racism and sexism in popular songs, jokes, the district's personnel directory, TV cartoons, children's rhymes, nursery stories, and toys and toy packaging.

You and your staff will probably develop many more ideas for classroom use. Confronting ethnocentrism and sexism in materials will help spare students the damage sex and race stereotypes do. Teaching students to use experience and research to weigh the truth of communications helps prepare them to live wisely. By doing both, you give them the chance to become stronger, more responsible human beings.

*Adapted from "Sex Equality in Educational Materials." *AASA Executive Handbook Series #4*. American Association of School Administrators, April 1975.

Appendix L

Checklist for Sex-fair Life Career-planning Materials

The following checklist provides a series of questions to be considered in evaluating sex-fairness in life/career-planning materials.

	Yes	No	N/A
1. Do the illustrations show men in traditionally masculine careers and/or women in traditionally feminine careers?	☐	☐	☐
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?	☐	☐	☐
3. Do the illustrations show women mainly in passive postures—such as watching, sitting, or waiting—and/or men in active postures?	☐	☐	☐
4. Do the illustrations in general show women as smiling and pleasant?	☐	☐	☐
5. Do the illustrations in general show men as serious and thoughtful?	☐	☐	☐
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	☐	☐	☐
7. Is the generic "he" used for traditional male roles and/or "she" used for traditional female roles?	☐	☐	☐
8. Are women encouraged to consider traditionally female roles and/or men encouraged to consider traditionally male roles?	☐	☐	☐
9. If occupational titles are used, are they sex biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal carrier?"	☐	☐	☐
10. Is there evidence of tokenism? For example, are one or two striking examples of equal sex treatment presented, while the material in general is dominated by male role models and/or sexist language?	☐	☐	☐

*Adapted from Women on Words and Images. *Help Wanted: Sexism in Career Education Materials*. New York: Educational Products Information Exchange, 1975.

	Yes	No	N/A
11. If there are references to family responsibility, are expectations sexist? Is it assumed, for example, that it is woman's basic responsibility to raise and care for the family? Is it assumed that man's basic responsibility is to be the economic provider?	☐	☐	☐
12. Are references to appearance, physical qualities, or personality traits that affect individual success, sex biased? For example, is being a nurturing person related only to being a successful nurse and not to being a successful business executive?	☐	☐	☐
13. Is there sexist language, such as "man" or "mankind" rather than "people" or "persons"—and forms of the masculine pronoun (he, his, and so on) that refer to people in general?	☐	☐	☐
14. If the setting of the illustrations is outdoors, do men predominate in the outdoor setting?	☐	☐	☐

Appendix M

The Use of Computers in Education

Children in an information-age society need to learn to handle information, solve problems, communicate with people, and understand the changes taking place in that society.

The effectiveness of their education can be significantly improved by increased use of electronic educational tools. Such tools take students beyond traditional classroom experiences to future-oriented curriculum and problem-solving activities not previously available.

The computer has the potential to be used as an effective instructional tool to support the curriculum and enhance learning in a variety of ways in all disciplines. It may be used as a manager of the instructional setting, particularly as an aid in test scoring and grading and in record keeping. Computer software can help teachers diagnose students' weaknesses and suggest appropriate remedial assignments. Districts may also look to the computer for curriculum maintenance; as district goals and objectives for students change over time, the computer will allow additions to, deletions from, and modifications of curriculum and resource data to be made with ease.

A number of school administration functions, some of which directly affect instructional decisions and programs, can also be handled by the computer. Among these are storage and updating of student information, financial record-keeping, planning and budgeting, electronic mail, and retrieval and dissemination of other types of information.

In computer-aided learning, the computer program can become as effective an instructional tool as other media are in other learning situations. The computer is used as an instructional tool for drill and practice, inquiry, problem solving, remedial tutoring, initial teaching, enrichment, and learning reinforcement in many areas of the curriculum. Well-developed computer software can add dynamic and interactive versatility to the learning process.

Some of the kinds of computer-aided learning programs currently available are described below.

Drill and Practice programs that review and reinforce concepts or skills already taught.

Tutorial programs introduce/explain concepts and facts. They may provide initial exposure to materials.

Simulation programs are designed to model real-world environments in which students can investigate areas of mathematics, social studies, ecology, physics, chemistry, and so on. Simulations allow students to make decisions and interact in situations that are often historical, or too complex, expensive, dangerous, or distant to be brought into the classroom.

Discovery computer programs are used to develop cognitive problem-solving abilities in specific subject areas such as math, language arts, social studies, and others.

Instructional Games are designed to hold a user's attention and interest while teaching logical thinking or making practice less tedious.

Word Processing programs use the computer and specialty software to facilitate the writing, editing, formatting, and printing of reports and other documents.

Data bases use the computer to collect, organize, retrieve, sort, display, and print data of all kinds.

Spreadsheet programs use the computer and specialized software to simulate a business or scientific worksheet. Data entered into "cells" in the electronic worksheet can be manipulated automatically by a spreadsheet program.

Telecommunication programs use the computer and communications software to input, transmit, sort, receive, and display information from various sources.

For further information or help in implementing computers in the curriculum, contact:

M. Elaine Anderson, Supervisor
Microcomputers and Instructional Technology
Bureau for Instructional Media and Technology
Division for Library Services
Wisconsin Department of Public Instruction

Appendix N

Sample Writing Objectives: Cognitive, Affective, and Psychomotor Domains*

General Instructional Objectives	Behavioral Terms for Learning Outcomes
Cognitive Domain	
Knows common terms Knows specific facts Knows methods and procedures Knows basic concepts Knows principles	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states
Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal materials into mathematical formulas Estimates future consequences implicit in data	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs graphs and charts Demonstrates correct usage of a method or procedure	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses
Recognizes unstated assumptions Recognizes logical fallacies in reasoning Distinguishes between facts and inferences Analyzes the organizational structure of a work (art, music, literature)	Breaks down, diagrams, differentiates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides
Writes a well-organized theme Gives a well-organized speech Writes a creative short story (or poem, or musical composition) Proposes a plan for an experiment Integrates learning from different areas into a plan for solving a problem Formulates a new scheme for classifying objects (or events, or ideas)	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes
Judges the logical consistency of written material Judges the adequacy of data used to support conclusions Judges the value of a work (art, music, writing) using internal criteria Judges the value of a work (art, music, writing) by external standards of excellence	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, reports

*Adapted from Norman E. Gronlund. *Stating Behavioral Objectives for Classroom Instruction.* New York: Macmillan, 1970.

General Instructional Objectives	Behavioral Terms for Learning Outcomes
Affective Domain	
Listens attentively Shows awareness of the importance of learning Shows sensitivity to human needs and social problems Accepts racial and cultural differences	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, replies, uses
Completes assigned homework Obeys school rules Participates in class discussions Completes laboratory work Volunteers for special tasks Enjoys helping others	Answers, assists, complies, conforms, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
Demonstrates belief in the democratic process Appreciates good literature (art, music) Appreciates the role of science (or other subject) in everyday life Shows concern for others' welfare Demonstrates problem-solving attitude	Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
Recognizes the need for balance between freedom and responsibility in a democracy Recognizes the role of systematic planning in solving problems Accepts responsibility for his or her own behavior Understands and accepts his or her own strengths and limitations Formulates a life plan in harmony with abilities, interests, and beliefs	Adheres, alters, arranges, combines, completes, defends, explains, generalizes, modifies, identifies, integrates, orders, organizes, prepares, relates, synthesizes
Demonstrates self-reliance by working independently Cooperates in group activities Uses objective approach in problem solving Demonstrates industry, punctuality, and self-discipline	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies
Psychomotor Domain	
Writes smoothly and legibly Draws an accurate reproduction of a picture, map, or object Sets up laboratory equipment quickly and correctly Types with speed and accuracy Operates a sewing machine skillfully Operates a power saw safely and skillfully Uses a tennis racket correctly Performs skillfully on the violin Performs a dance step correctly Demonstrates correct form in swimming Drives a car skillfully Creates new ways of performing (creative dance, etc.)	Assembles, builds, calibrates, cleans, composes, connects, constructs, corrects, creates, designs, dismantles, drills, fastens, fixes, follows, grinds, grips, hammers, heats, identifies, locates, makes, manipulates, mends, mixes, paints, sands, sharpens, sets, sews, sketches, starts, stirs, uses, weighs, wraps

Appendix O

Wisconsin Statutes that Affect Curriculum

118.01 Educational goals and expectations. (1) Purpose. Public education is a fundamental responsibility of the state. The constitution vests in the state superintendent the supervision of public instruction and directs the legislature to provide for the establishment of district schools. The effective operation of the public schools is dependent upon a common understanding of what public schools should be and do. Establishing such goals and expectations is a necessary and proper complement to the state's financial contribution to education. Each school board should provide curriculum, course requirements and instruction consistent with the goals and expectations established under sub. (2). Parents and guardians of pupils enrolled in the school district share with the state and school board the responsibility for pupils meeting the goals and expectations under sub. (2).

(2) Educational goals. (a) *Academic skills and knowledge.* Since the development of academic skills and knowledge is the most important goal for schools, each school board shall provide an instructional program designed to give pupils:

1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking.

2. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.

3. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the rights and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.

4. The skills and attitudes that will further lifelong intellectual activity and learning.

5. Knowledge in computer science, including problem solving, computer applications and the social impact of computers.

(b) *Vocational skills.* Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the range and nature of available occupations and the required skills and abilities.

2. Preparation to compete for entry level jobs not requiring postsecondary school education.

3. Preparation to enter job-specific vocational training programs.

4. Positive work attitudes and habits.

(c) *Citizenship.* Each school board shall provide an instructional program designed to give pupils:

1. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.

2. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state.

3. The skills to participate in political life.

4. An understanding of the function of organizations in society.

5. Knowledge of the role and importance of biological and physical resources.

6. Knowledge of state, national and world history.

7. An appreciation and understanding of different value systems and cultures.

(d) *Personal development.* Each school board shall provide an instructional program designed to give pupils:

1. The skills needed to cope with social change.

2. Knowledge of the human body and the means to maintain lifelong health, including:

a. Knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;

b. Knowledge of the true and comparative vitamin content of food and food and health values of dairy products and their importance for the human diet; and

c. Knowledge of physiology and hygiene, sanitation, the effects of controlled substances under ch. 161 and alcohol upon the human system, symptoms of disease and the proper care of the body. No pupil may be required to take instruction in these subjects if his or her parent files with the teacher a written objection thereto. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.

3. An appreciation of artistic and creative expression and the capacity for self-expression.

4. The ability to construct personal ethics and goals.

5. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.

6. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 161.

7. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances under ch. 161 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by pupils by promoting the positive emotional development of pupils.

History: 1983 a. 412.

118.015 Reading instruction. (1) Purpose and Intent. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.

(2) Employment of reading specialists. Each school district shall employ a reading specialist certified by the department to develop and coordinate a comprehensive reading curriculum in grades kindergarten to 12. At the discretion of the state superintendent, a school district may contract with other school districts or cooperative educational service agencies to employ a certified reading specialist on a cooperative basis.

(3) Duties of reading specialist. The reading specialist shall:

(a) Develop and implement a reading curriculum in grades kindergarten to 12.

(b) Act as a resource person to classroom teachers to implement the reading curriculum.

(c) Work with administrators to support and implement the reading curriculum.

(d) Conduct an annual evaluation of the reading curriculum.

(e) Coordinate the reading curriculum with other reading programs and other support services within the school district.

(4) School board duties. The school board shall:

(a) Develop a program of reading goals for the district for grades kindergarten to 12.

(b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).

(c) Make an annual evaluation of the reading curriculum of the school district.

History: 1977 c. 29.

118.017 Foreign language instruction. All instruction shall be in the English language, except:

(1) Those programs established under subch. VII of ch. 115 where instruction shall be in the English language and in the non-English language of the bilingual-bicultural education program.

(2) The school board may cause any foreign language to be taught to pupils who desire it.

(3) The school board may cause any course to be taught in a foreign language if the purpose is to facilitate the instruction of English speaking pupils in that language.

History: 1983 a. 412 ss. 4,5.

118.13 (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed,

pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

(2)(a) Each school board shall develop written policies and procedures to implement this section and submit them to the state superintendent as a part of its 1986 annual report under s. 120.18. the policies and procedures shall provide for receiving and investigating complaints by residents of the school regarding possible violations of this section, for making determinations as to whether this section has been violated and for ensuring compliance with this section.

(b) Any person who receives a negative determination under par. (a) may appeal the determination to the state superintendent

(3)(a) The state superintendent shall:

1. Decide appeals made to him or her under sub. (2)(b). Decisions of the state superintendent under this subdivision are subject to judicial review under ch. 227.

2. Promulgate rules necessary to implement and administer this section.

3. Include in the department's biennial report under s. 15.04 (1) (d) information on the status of school district compliance with this section and school district progress toward providing reasonable equality of educational opportunity for all pupils in this state.

(b) The state superintendent may:

1. Periodically review school district programs, activities and services to determine whether the school boards are complying with this section.

2. Assist school boards to comply with this section by providing information and technical assistance upon request.

118.33 High school graduation standards. (1) (a) (Intro.) Beginning September 1, 1988, a school board may not grant a high school diploma to any pupil unless the pupil has earned: 1. In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science, 1.5 credits of physical education. The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

2. In grades 7 to 12, at least 0.5 credit of health education.

(b) Beginning September 1, 1988, a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day.

(2) The state superintendent shall:

(c) Establish course requirements under sub. (1) and approve any school board's high school graduation standards policy that is equivalent to the requirements under sub. (1).

. . . . . .

(m) Adopt policies to accommodate pupils with exceptional educational interests, needs or requirements, not limited to children with exceptional educational needs, as defined under s. 115.76 (3).

(3) By September 1, 1986, each school board operating high school grades shall submit to the state superintendent a report describing the school board's policies and guidelines on high school graduation standards, including a list of courses required under sub. (1) (a) and the number of hours in each school term required to earn one credit under sub. (1) (a), and thereafter shall notify the state superintendent whenever changes are made in such policies or guidelines. The department shall make reasonable efforts to combine the reports required under this subsection with other required school board reports.

(4) (a) The state superintendent shall establish procedures for school boards to certify to the state superintendent whether they are in compliance with the requirements under sub. (1) and the rules promulgated under sub. (2).

(b) The state superintendent may periodically review school district high school graduation standards and shall notify any school board not in compliance with the requirements under sub. (1) or the rules promulgated under sub. (2), identifying the changes necessary.

(5) The department shall include in its biennial report under s. 15.04 (1) (d) information on the status of statewide high school graduation standards.

118.35 Programs for gifted and talented pupils. (1) In this section, "gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

(2) The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.

(3) Each school board shall:

(a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.

(b) Annually by August 15, report to the state superintendent the number of gifted and talented pupils who participated in a program under par. (a) in the previous school year and such other information as the state superintendent requests.

118.153 Children at risk. (1) In this section:

(a) "Children at risk" means dropouts, pupils who have been absent from school without acceptable excuses under s. 118.15 (1) (b) to (d) or (3), pupils who are parents and pupils who have been adjudicated delinquent, who are one or more years behind their age group in the number of credits attained or basic skill levels.

(b) "Dropout" means a child who ceased to attend school continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15 (1) (b) to (d) or (3).

(2) (a) By August 15, 1986, and annually thereafter, every school board shall identify the children at risk who are enrolled in the school district and develop a plan describing how the school board will meet the needs of such children through curriculum modifications and alternative programs that meet the high school graduation requirements under s. 118.33. The plan shall also describe how remedial instruction, parental involvement and pupil and community support services will be used to meet the needs of the children at risk.

121.02 School district standards. (1) Each school board shall:

(a) Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties for such position.

(b) Annually, establish with school board employes a professional staff development plan designed to met the needs of individuals or curriculum areas in each school.

(c) Provision shall be made for remedial reading services for under-achieving students in grades kindergarten through grade 3.

(d) Operate a 5-year-old kindergarten program except in union high school districts.

(e) Provide guidance and counseling services.

(f) 2. Schedule at least 180 school days annually, less any days during which the state superintendent determines that school is not held or educational standards are not maintained as the result of a strike by school district employes.

(f) 2. Annually, schedule at least 525 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period.

(g) Provide for emergency nursing services.

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(i) Provide safe and healthful facilities.

(j) Ensure that instruction in elementary and high schools in health, physical education art and music is provided by qualified teachers.

(k) Develop a written, sequential curriculum plan that includes language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art and music. The plan shall specify objectives, course content and resources and shall include a program evaluation method.

(l) 1. In the elementary grades, provide regular instruction in reading, language arts,

social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary educational institutions.

(m) Provide access to an education for employment program that has been approved by the state superintendent.

(n) Develop a plan for children at risk under s. 118.153.

(o) Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under par. (s) during the previous school year.

(p) Comply with high school graduation standards under s. 118.33(1).

(q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every 3rd year thereafter.

(r) Annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3.

(s) Using achievement tests that are aligned with the school district's curriculum, test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades kindergarten to 6, ate least once in grades 7 to 9 and at least once in grades 10 to 12.

(t) Provide access to an appropriate program for pupils identified as gifted or talented.

(2) A school district shall be in compliance with all standards established in this section by July 1, 1975, except as provided in subs. (3) and (4).

(3) Prior to any finding that a school district is not in compliance with the standards under sub. (1), the state superintendent shall, upon request of the school board, or upon receipt of a petition signed by the maximum number of electors allowed for nomination papers of school district officers under s. 8.10 (3) (i), (km) or (ks), conduct a public hearing in the school district. If the state superintendent, after the hearing, finds that the district is not in compliance with the standards, the state superintendent may develop with the school board a plan which describes methods of achieving compliance. The plan shall specify the time within which compliance shall be achieved. The state superintendent shall withold up to 25% of state aid from any school district that fails to achieve compliance within the specified period.

(4) Any school district which is completely surrounded by water may meet the requirements of this section by being in substantial compliance with the standards in sub. (1). Annually by August 15, the school district shall submit to the state superintendent for approval a report describing the methods by which the school district intends to substantially comply with the standards. The state superintendent shall allow any such school district maximum flexibility in the school district's substantial compliance plans.

(5) The state superintendent shall promulgate rules to implement and administer this section, including rules defining "regular instruction" for the purpose of sub. (1) (l) 1 and 2.

History: 1973 c. 90, 115. 243, 333; 1975 c. 39, 198; 1977 c. 29, 178, 206, 418, 429, 447; 1979 c. 34, 221.